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ABSTRACT

Forty-three reading programs identified by Kentucky school districts are briefly described. Program descriptions are organized into four sections: lower elementary, upper elementary, intermediate middle school, and secondary school. Within each section, programs based on a variety of philosophies and approaches are presented. (AA)

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New Directions
New Dimensions
Practical Programs In Reading

DIVISION OF PROGRAM DEVELOPMENT
BUREAU OF INSTRUCTION
KENTUCKY DEPARTMENT OF EDUCATION
FRANKFORT, KENTUCKY 40601

1975

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FOREWORD

This eighth issue in the *New Directions: New Dimensions* series focuses on the practical aspects of particularly effective reading programs in Kentucky.

Reading continues to be recognized as a basic and vital skill to facilitate further learning, both in school and throughout a lifetime. Learning to learn is the essential goal for pupils and reading is a complex tool that both hastens and broadens independent learning.

Humanity has astounded itself with the vast amount of knowledge already recorded and expanding daily. The written word and the ability to interpret written symbols has been to knowledge no less than the ocean to rainfall.

Reading instruction in the Commonwealth has attained notable effectiveness in the last decade. By sharing these effective practices and programs, it is hoped still greater reading success can be realized by the children of our state.

Dr. Lyman V. Ginger
Superintendent of
Public Instruction

PREFACE

Recent progress in improved methods and strategies in reading instruction has paralleled advances in empirical knowledge about the learning process. In both, it is generally acknowledged that we have only made a beginning.

During the decade of the sixties educators joined hands with those in the universities, community groups, publishing centers, and in government to improve and extend literacy among all Americans. National and state concern for literacy has been reflected in the political arena time after time.

Many good programs and practices have resulted from this national emphasis on the educational needs of our youth and Kentucky has reaped numerous educational benefits through these programs. This series again provides every teacher in the Commonwealth with access to ideas in reading programs that have been generously provided by those who are involved in these selected programs.

Many other excellent reading programs exist across the state that do not appear in these pages. However, each district has had the opportunity to identify and submit effective reading practices for dissemination through this media. We are grateful for the efforts of those who submitted their outstanding programs.

Programs or materials used are presented as reported with no endorsement or value judgement by the Department of Education intended. Varied philosophies and strategies have deliberately been included for the reader to consider.

Don C. Bale
Assistant Superintendent
for Instruction

ACKNOWLEDGMENTS

Many outstanding teachers and administrators across the Commonwealth have participated in gathering this material about reading programs that work. The authors and their colleagues who assisted them have given generously of their time and efforts to make this publication possible. They are commended and gratitude is expressed to them for their enthusiastic willingness to share their successes.

Invitations were extended to all private and public school districts to identify and submit abstracts describing exemplary reading programs or practices. A dedicated committee of Kentucky Department of Education personnel served as a selection and advisory committee for this publication. Appreciation is expressed for the cooperative helpfulness of the committee who were the following: Dorothy Jones, Unit Director, ESEA Title I; Larry Allen, State Facilitator for ESEA Title III; Rebecca Earls, Media Specialist, Division of Instructional Media; and from the Division of Program Development, Betsy Mynhier and Joe Clark, Reading Consultant and Language Arts and Right to Read Consultant.

Numerous others performed technical roles vital to the creation of this dialogue, such as Judy Zeigler in the Curriculum Laboratory who prepared the copy and Gail Watkins, Staff Artist with the Division of Publications.

Above all, gratitude is expressed to those creative, sensitive teachers who have recognized reading problems and have responded with new practices and ideas to humanize reading instruction and to motivate youth to read effectively. Without their programs this shared media would not have been possible.

Dr. Imelda Van Fleet
Curriculum Consultant
Division of Program Development

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CONTEMPORARY HAPPENINGS IN READING

Betsy Mynhier — Reading Consultant
Division of Program Development,
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The challenge to reading specialists is very obvious. Environmental deprivation and circumscribed teaching have taught the child to master a variety of skills. The dichotomy between the myriad of skills learned by the child and the types of skills for certain tests is still a concern. New priorities are in order when future tests are designed.

There is a trend for concerned teachers (K-12) to design lessons of their own and to provide means for students to exercise their own ability for creative designs.

Teachers are developing alternatives for instruction or remediation. The tutorial, volunteer, and aide programs are proving to be effective means of reaching many children who were thought to be unteachable. It is more evident and clearly being realized that all students must have learning devices and materials which best fit their particular ability and instructional levels.

Learning to read is a continuous process: a good reading program reaches all the students who can benefit from adequate instruction. A total reading program meets the reading needs of gifted students, the average student, students who are slow learners, and those who are disabled with definite learning problems.

A good reading program involves an entire faculty in the process to upgrade and help a learner to reach his maximum potential. It is very unrealistic to expect the English teacher or a reading specialist to teach all children all the skills of reading and comprehension. To have a total reading program the cooperation of all should be actively sought — administrator, supervisor, classroom teacher, librarian, guidance counselor, and parent.

A student who has mastered the basic skills can improve reading rate and increase interests. A sound program must embrace all aspects of reading.

Each child in a classroom is endowed with his own tastes, personality, and natural desires or life style. In many classes perhaps no two are alike or at the same stage in reading development. This great variety in a classroom certainly adds both to the real pleasure of being with students as well as demand for constant monitoring by the teacher. This is the basic reason for the bookshelves to contain much material to interest the variable levels of concern and to contribute to lively discussions.

The role of a teacher with today's learner must be to use cooperative planning and satisfaction of goals, interests, activities, and needs of the individual. Many opportunities for student decision-making exist regarding what and how to pursue particular needs and interests within the limitations brought about by the material and human resources. It is imperative that a variety of grouping patterns including independent study and large and small group instruction in multi-age combinations be in constant use and change. Daily activities should involve three broad categories consisting of skill development, skill usage and exploration.

Modification of the traditional organization, curriculum, materials, and activities are means of providing for the different, essential learning styles necessary to meet the needs of the student.

Research increasingly indicates that reading is a developmental skill or series of behaviors ideally introduced in planned sequence. Assessment exercises and the behavior which they typify must be sensitive to the nature of the learner, his innate ability and interest. The introduction of skills and the increased sophistication of new ones at advancing learning levels must be geared to the learner for successful achievement.

The child learns best those things which have real meaning for him. Effective learning occurs when a need is satisfied. The interest of each individual makes an important contribution to whole groups.

Purposeful and lifelike situations are essential to effective learning. All learning must satisfy a present need and contribute to the development of attitudes and interests for

future learning. Learning is most interesting and enjoyable when a purpose is established and made usable.

It was Addison who said, "What sculpture is to a block of marble, education is to the human soul." It is the task of educators to prepare children to go somewhere, to help pupils find their real worth and to prevent habits of failure.

BEGINNING TO READ, WRITE AND LISTEN

Lillian Sorrels, Southside Elementary School
Shelby County School District
Shelbyville, Kentucky 40065

TARGET GROUP: Title I, Grade 1

Pre-testing in the fall revealed twenty children with reading readiness ranked scores of 0-3. Teacher observations indicated that all of these children were capable of learning if they were given a program with considerable reinforcement of readiness skills that appealed to children with a limited background in language experiences. Also necessary were activities to develop large and small muscles, control of body movements and effective use of the perceptual senses.

The classroom was self-contained with no more than twenty pupils. An aide worked four hours each day with the teacher for the first semester. The program developed was considered to be adaptable to any kind of classroom situation including nongraded instruction and open space classrooms.

The letters of the alphabet were presented one at a time, except for K, Q, X and Y. Beginning with C, the other letters followed in order of their frequency of use plus an ascending scale of difficulty to sound. Children were taught the sound, the unique shape, and the name of each letter. Only one sound for each letter was taught to eliminate as much confusion as possible. The first association with the letter was in tactile form on the cover of each of the twenty-four books. A large, bright picture helped to form

an association of the appropriate sound with each letter. Vowels were introduced early so that children could begin joining letters together to make words.

Handwriting was an important part of this comprehensive language arts program. A plastic "erasable" slate was used for pupil practice in forming the letters. This procedure visually and tactilly reinforced the letter, developed sound writing habits, and made writing something exciting. The "ball and stick" method was not preferred, but a continuous movement was encouraged to give each letter its own uniqueness. The teacher believed that the transition from manuscript to cursive writing would be much smoother for children exposed to this method.

Auditory training utilized listening tapes to increase sound awareness (loud-soft, fast-slow, identifying sounds around us), to develop phonic skills and to improve aural comprehension. Further use of the cassette tapes to create an appreciation for literature was accomplished with listening activities in the classics, both in poetry and stories. A check on comprehension followed each story. These listening experiences frequently resulted in dramatization of the activities to include even the shyest of children.

Children began spelling words very early in the program. They enjoyed making a word that was usually not found in formal spelling lessons. Changing the letters in "gas" to make "sag" was funny and interested every child present. This sometimes added a new word to their vocabulary as they became word conscious and began to ask, "What does this spell?"

Excitement really ran high when, after learning to blend sounds and letters to create recognizable words, the children were ready to come in small groups to read a story all by themselves. The excitement was easy to understand because the stories contained amusing phrases like "hit the dust" and "the dress is a mess!"

An even greater feeling of accomplishment came when they were able to read the easy books from the library and the librarian allowed them to check out a book all their own to read. To share their enthusiasm with classmates, the teacher would spend thirty minutes each day reading aloud from the books until each child had heard *his* book read. Circulation of books in the room nearly tripled from the time the group first began to read.

All teachers will probably agree that there is no one magic method to teach all children to read well. But teachers must constantly be alert and sensitive to the right time for learning to take place and the rate at which it must move. A program with a great variety of activities and teaching strategies that continues to develop basic skills can make learning both fun and challenging for the student as well as the teacher. Happy children at Southside School's readiness class went about their reading assignments with increased confidence when they realized their ability to analyze words using all the perceptual skills that had been presented in active and pleasant ways. Learning skills took on a new meaning when the children discovered new things to learn through the use of these skills. Thus, reading became a means of further discovery rather than a fearful task in itself as these little children gained a foothold in the learning progressions that awaited them.

CLASS REDUCTION: PREVENTING CUMULATIVE READING RETARDATION

Janice Caskey Gevedon, Crab Orchard Elementary
Lincoln County School District
Stanford, Kentucky 40484

TARGET GROUP: Title I, Grade 1

Under the sponsorship of the Title I Program, Lincoln County Schools instituted a Class Reduction Program designed to avoid the need for remediation in the upper grades. If a first grade child had difficulty in reading, he might become a more severely retarded reader as he grew older until the gap between the grade level and the achievement level became so wide that student and teacher alike would become frustrated. Based on the theory that individualized attention helps prevent reading failure, Lincoln County Schools obtained funds through Title I to provide a certified teacher and an aide for a maximum of fifteen students from the first grade classes to the schools. The Minimum Foundation Program provides a teacher for every 30 pupils; this means, therefore, that with Title I help, Lincoln County reduced the number of first grade pupils per class.

The children chosen to participate in the first grade Class Reduction Program were those who had scored low on a readiness test and who, from all observable indications, had at least average intelligence. The eighty-six selected children who completed the first grade in the seven schools in 1973-74 had an average readiness score of 0.4 year. These children represented the lowest readiness scores in the seven schools. With an average score of 0.4 on the readiness test, the manual recommended that a teacher delay formal reading instruction from one to six months. Some of the children fell below the 0.4 level with the test manual indicating a possible delay of seven months or more before beginning formal reading instruction.

One of the main goals of the program was to provide opportunities for educational growth for these children and, thus, to help them advance until they were on a comparable level educationally and socially with their peers in a regular classroom. This could be done partially by helping the children master specific readiness and reading skills.

The readiness skills were taught through a variety of approaches. The readiness program accompanying the basal reader was used with the student. Since such an intensive readiness program was needed, the teacher supplemented with the language experience approach. To develop listening and comprehension readiness skills, the teacher used self-made tapes and worksheets, records, games, story time, finger plays, and nursery rhymes.

Interest in books and printed material was another sign that the child was ready to read. Many of these children did not have magazines, books, and newspapers in the home. To create interest in books, numerous large, colorful picture books were provided within easy reach of the children. The teacher used story time for reading, telling stories, making flannel stories, performing plays and puppet shows — all designed to interest children in printed material and to promote better listening skills. After six weeks, students could choose books from the library to take home.

Visual skills were taught through the use of teacher-made and commercial games and worksheets, through observation (counting and notation of likenesses and differences by the student) and art work.

After readiness skills were taught, the children were evaluated when the teacher felt that each individual child was ready, regardless of the amount of time taken to master the skills. The teacher used a commercial readiness skills checklist, a teacher-devised checklist, and a readiness test designed for the basal reading series the child would be using. If the scores were satisfactory and the child had mastered the skills, the child was then taught the words of

the first pre-primer. If pupils had not shown mastery of the skills, they continued in the readiness work until the skills were mastered. The readiness skills were generally mastered by November, due to the intense readiness program carried out by the teacher with the assistance of the aide.

Once the readiness skills had been mastered, pupils began to work toward the specific objectives of the reading program which included the following: the students will make an average gain of 1.0 years as measured by the standardized test, students will rank at or above the 50th percentile on the end of the book test for the series being taught, and the students will master the basic word list according to the level of the text in which the child is reading.

The students were checked at the end of each reading level. When the student completed the pre-primer level, the pupil would be given the test which accompanied the basal series in which one was reading. If the students scored 50th percentile or above, they would begin the primer level. If they scored below the 50th percentile on the test, they would be taught the skills they did not learn with pre-primer reading material from another series. The same type of evaluation was done as a child completed the primer and the first reader levels.

The pupils were evaluated at the end of the primer reading level or at the end of the year, whichever came first, with the primer test. After completion of the first reader, the first reader test was administered to the students. The students would show at least 1.0 year gain from the readiness test to the primer or first reader test.

The student would master the basic word list of 220 words according to each one's reading level. If one completed the pre-primer level, the student learned the basic words for this level, and then progressed to the primer level and the first reader level.

In order for the students to meet the objectives of the reading program, the teacher and aide used a variety of approaches. When the student had mastered the readiness skills and all the sight words in the first pre-primer, he was ready for formal reading instruction. The teacher presented two complete reading lessons for each child each day, one lesson in a basal reader and another in a phonetic program. The lessons were supplemented with workbook activities, games, and an incorporation of the language experience approach.

The aide was an integral part of the readiness and reading programs. The aide worked with a group of children providing reinforcement with flash card drill, listening to oral reading, chart reading, and follow-up work sheets from the teacher-presented lesson.

The plan of the Class Reduction Program evolved around three or four groups of pupils in the classroom. This allowed for more individualization. The teacher worked with one group, the aide with another group, and still another group worked alone and independently. The independent group worked from taped lessons, practiced manuscript writing, played games, used the language master, or completed work sheets.

Of the 86 students in the Class Reduction Program in 1973-74, 85 met the objective of a 1.0 year gain on the standardized test. The average gain for the year from the readiness test to the primer test was 2.1 years. The average score on the primer test was 2.4. This was an excellent gain considering that the average intelligence score was 105. Most of the students did score 50th percentile on the end of the book test for the basal reader; however, if they did not, the skills were taught again to the individual student. Each student learned the basic words for his reading level.

From this group of children, all were prepared to read and then taught to read. The children finished the first grade reading from the pre-primer to the first reader level. The Class Reduction Program was very successful. Considering that these children represented the lowest readiness scores in the first grade classes, it was surprising, but gratifying that there were no nonreaders in the five years of the program.

OPERATION EXCITEMENT!

Galena H. Fulkerson, Calhoun Elementary School
McLean County School District
Calhoun, Kentucky 42327

TARGET GROUP: Grade 1

All children need to find reading an exciting and rewarding experience. Whether gifted, average, or slow learners, all need exciting techniques in the reading process. Operation Excitment was a program designed to be used with or in addition to the basal reader. All children could participate in this program, or groups within the classroom could be reinforced with this program. Feeling that children should, in fact, find learning to read an exciting endeavor rather than a boring, frustrating task, Operation Excitement became a task of love which unfolded to enhance slow learners in a classroom.

Operation Excitement began with the introduction of Dr. Dolittle, a puppet who occupied a corner of the reading center in a first grade classroom. He was handled, caressed and talked to by the children who were told that Dr. Dolittle held secrets. He held a mystery, a wonder, something to guess about in his hands! A guessing game emerged and the children were lead by the teacher to discover that the mystery Dr. Dolittle held was letter and word cards.

Dr. Dolittle's entourage consisted of four animal puppets, a cassette player, a set of ear phones, large letter cards, word cards, punctuation cards, sentence strips and a variety of magic markers.

After the introduction to Dr. Dolittle and the unraveling of the mystery, the teacher introduced initial consonants, letter by letter, which Dr. Dolittle held. Digraphs wh, ch, sh, th were also introduced at this time. The teacher and children talked about the sounds that Dr. Dolittle's letters stood for and then found pictures and objects that began with those sounds. A Dr. Dolittle medical bag, to hold the collected objects, was made by the entire group. (This bag can be constructed from a cardboard box, cut to resemble a satchel and painted black or a doctor's kit can be purchased from a toy store for a reasonable amount.) Each child made a book, known as a travel guide, with the pictures that had been collected. As each picture was pasted into the guide, the letter with which that picture began was printed in a designated place on that particular page. Short and long vowels were introduced using Polynesia's grain boxes and taught in juxtaposition with the consonants. (Polynesia's grain boxes are individual boxes used for teaching vowels and are made from one-half gallon milk cartons, painted, then pasted with pictures to represent the various vowel sounds.)

A teacher-made game for changing initial, median, and ending consonants was instituted at this point. The game was played by two, three, or four persons. Each player played with one token. The tokens (plastic counters) were different colors, so that they could be quickly distinguished while playing. Moves were determined by the throw of a pair of dice and correctly answering a drawing card. Four sets of 6″ x 6″ consonant cards (pictures of each consonant were pasted to the front of cards) were made to be used as drawing cards. The cards were placed face down in the middle of the game board. The game board consisted of the places Dr. Dolittle had visited, and the characters in the story showed in which direction to move the tokens. The child with the lowest number, by a throw of the dice, opened the game. He again threw the dice, drew a card, told the consonant with which the picture began or ended and moved his token forward or backward as indicated by the game board and the throw of dice. The game was made more complex by changing the cards to include words with missing letters (i.e., a card may have a picture of a whale and the word __ale or Wh__le depending upon which area needs reinforcement).

The game was later expanded into other areas as in the use of sentences with missing words. As Dr. Dolittle grain

boxes, travel guides and medical bags are made, concrete materials develop into abstracts as pictures become words, words become sentences, and sentences become stories.

For this program to be effective words learned from Dr. Dolittle should be used in as many ways as possible. Some interesting practices to encourage children to use the new words are experience chart activities, role playing, creating stories and plays, and recording them on tape.

After letters and the sounds they represent were learned, the teacher placed new words into Dr. Dolittle's hands daily. In a classroom of more than one reading group, each day was designated for a specific group. At random a child's name from the participating group was written on the board indicating the leader for the day. This method gave each child the responsibility of leadership within the classroom. Three times daily the designated group was given a five minute thinking time during which each child could use previously learned skills to "unlock" the word and whisper it into the teacher's ear. Since the words were compatible with learning abilities, the slow learner did not feel singled out for being unable to "unlock" words. As a result, learning desire was stimulated and pupil self-image and self-concept were improved.

Once a child had "unlocked" a new word, he was re-

warded with a tangible object or was given the opportunity to hold Dr. Dolittle during playtime. Tangible rewards were not necessary, but were more successful when used with young children. At the end of the day the first child who "unlocked" the word, printed his name on the bottom of the word card and placed the card in the Giant Snail's Box. (The Giant Snail's Box is a bulletin board constructed in a concentric manner with a large eyed, worm-like head. The large eyed snail is made from construction paper in a variety of colors with pockets in each chamber for words, sentences and math problems.) At the end of the day each child stated orally a sentence using the new word from Dr. Dolittle's Snail Box. Those children having difficulty unlocking the word were given context clues and guided by the teacher to gain success. At the end of the week, those children who had words in the snail box became a heterogeneous group for play acting.

With guidance from the teacher, children used their own words to create a story or play. This was an experience chart type activity and was dictated to the teacher, then recorded on the cassette. Other children in the classroom participated as the audience and helped to arrange scenery and props.

Tapes that the children had made were kept at the listening center for all members of the class to enjoy. Experience charts for each tape were hung on coat hangers with clothes pins and kept on coat racks for easy reference and reading by all children.

Those children participating in the group play were given more intensified individual instruction on oral expression, correct sentence structure, and pronunciation. All children had the opportunity to work within a group of varied abilities. After experiencing success, the slow learner realized that he could learn and then became excited and showed enthusiasm for learning.

At the end of approximately three weeks all children had words in the snail box and dictated sentences using those words in a manner not previously used on experience charts. This activity helped children learn that words could be used in many ways and that meanings varied.

After all children had participated in learning new words from Dr. Dolittle, a special day was designed as "Journey Homeward" and each child chose an experience chart to read aloud. In this way the teacher further evaluated the child's progress, found any difficulties that the children had and proceeded to reinforce learning skills.

This program was no panacea, but was one that worked for a particular group of children. Many times the program itself encouraged children to learn; but it was always the classroom teacher who made learning exciting and rewarding or dull and frustrating for each child.

PICTURE CLASS: A PRIMARY INTERVENTION CLASS TO UPGRADE READING EFFICIENCY

Gladys Prichard, All Elementary Schools
Carter County School District
Grayson, Kentucky 41143

TARGET GROUP: Title I, ages 6-10 years

For the past five years, the retention rate in the first grades of Carter County has been disturbingly high. These children appeared to be educationally disadvantaged and lacking in readiness experiences, social maturity, and mental development. Some were beset with sight, hearing, or other physicial impairments which may have hampered their educational development. Many of these children were capable, intelligent children but they needed special help to make average progress.

The PICTURE CLASS children were selected because they had describable learning deficiencies or problems which indicated they would have difficulty in school. Children were admitted to these classes only if it was conceivable that they could profit by intensive instruction and help. Each child was given an opportunity to progress as far and as fast as his potential allowed under the most ideal learning environment that the school system could offer. It was realized that this environment would not be perfect, by any means, but it was possible to make it better suited to the needs of these particular children than the conventional classroom. Each room had a teacher and a teacher's aide. Student teachers and guidance and psychological services assisted the staff to help these children overcome their learning difficulties.

The curriculum for the PICTURE program represents a teaching team adoption of the Carter County Schools' first, second, and third grade programs. Extra emphasis was put on beginning and developmental activities. Extra stress was placed on language development, reading and speaking vocabulary extension. Children were carefully and systematically exposed to a wide variety of experiences such as listening walks, outdoor classes, field trips, visits from a policeman, mailman, nurse, doctor, etc. Friendliness, politeness, self-discipline, self-confidence, self-expression and curiosity were all encouraged.

This program was started in 1968 in the first grade at Prichard Elementary School. After the first year the retention rate in grade 1 was reduced 50 percent. The use of standardized tests indicated that 16 of the 19 pupils in pilot programs would be able to do adequate second grade work. The greatest accomplishments could not be shown by records or tests.

How does one measure how much a child has been helped to expand his mental processes, and his ability to think, reason, and speak clearly? What does it mean to a child to be introduced to a world which is wider than his own, and to have created within him a desire to rise above his present level of living?

Pupils have been given security and success, rather than frustration and failure. It is expected that they will continue to have a positive and enthusiastic attitude toward school and toward life.

THE CLASSROOM GOES HOME ON TAPE

Willa Browning, Director of Reading
Bourbon County School District
Paris, Kentucky 40361

TARGET GROUP: Title I, Grades 1-4

In reading classes, cassette tape recorders were used to record the day's activities. Sometimes these activities were the reading of a special play or story by the students, or just a regular day's teaching activities that involved pupil participation. After intensive training in which the students were taught to properly operate the recorder, they were each permitted to take the recorder home to play for their families. Each student could play and replay the tape before the members of his family. The buttons were taped and color-coded so that students in grades 1 and 2, who could not read the directions, could still operate the machine successfully. Depending upon the tape, whether or not it was needed for another child to take home, parents could record responses to send back to the class and teacher. Reports have come back to us telling of the great care taken in handling and using the tape recorders. Children tell us that this is a very special "activity" for them, one that the children in the regular classroom do not have. Consequently, it enables these children to achieve status in the classroom.

Through this practice these goals have been attained even more than anticipated.

1. Build confidence and improve self-image of student.
2. Increase communication between parent and Title I Reading Program staff.
3. Build parent interest in school program in general.
4. Promote a sense of responsibility and feeling of worth on part of students who are trusted with this piece of equipment.

Judging by the reaction of students involved, enthusiasm was great. Remarks and notes from parents showed greater interest in school activities. Comments from older brothers and sisters also indicated the interest of the entire family.

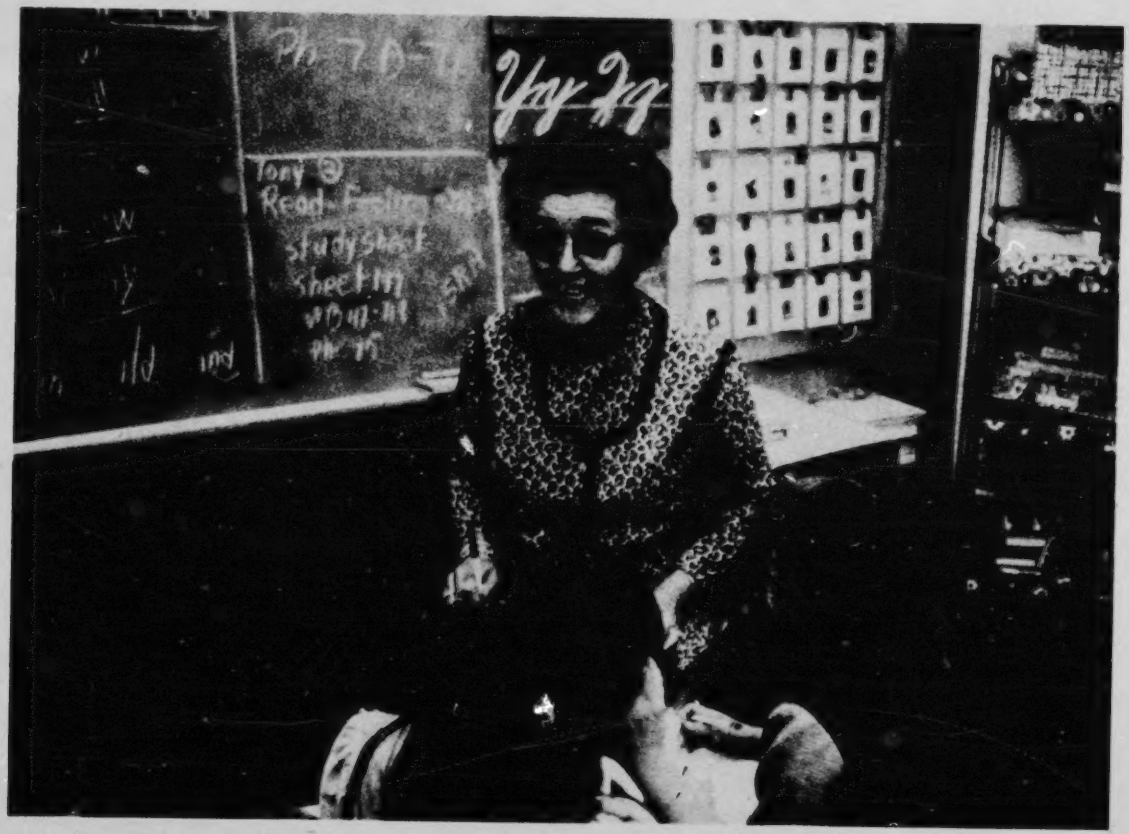
READING IN AN OPEN POD CLASSROOM

Doris Davis, Caverna Elementary School
Caverna Independent District, 11
Horse Cave, Kentucky 42749

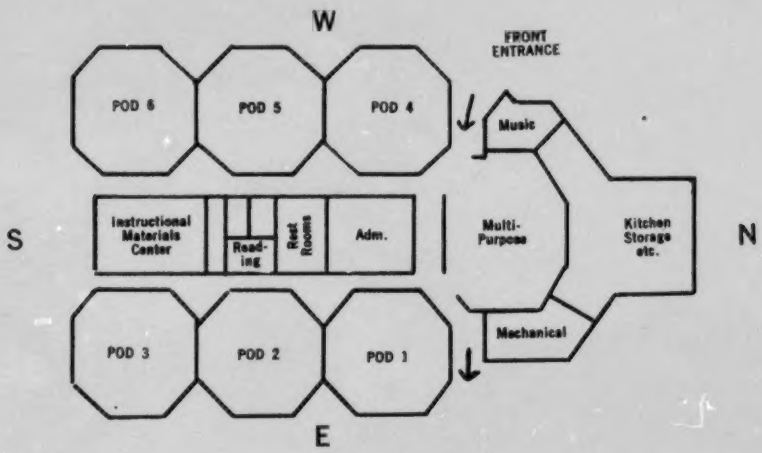
TARGET GROUP: Ages 6-9

The new, modern Caverna Elementary School, Cave City — Horse Cave, Kentucky has six open area pods. During the 1973-74 school year it housed about 520 students and four teachers per pod.

Students were assigned to pods according to the number of years of school experience. A continuous progress learning plan with an appropriate learning atmosphere was provided which allowed students to work at appropriate levels



and to progress at their own rate. For exceptional circumstances, a student could remain in primary pods for four years and/or intermediate pods for four years.



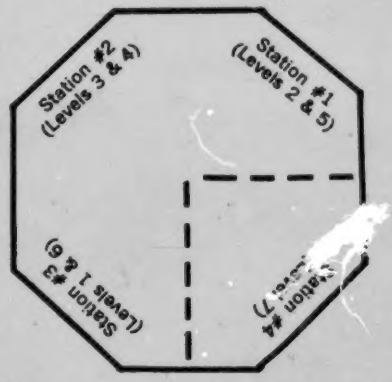
Pod 2 used the following organizational plan to group their 88 children for Reading and Language Arts subjects. To avoid stereotyping the students, heterogeneous groups were assigned to each teacher for "Home Stations."

Station	#1	#2	#3	#4
Achievement levels	2 & 5	3 & 4	1 & 6	7 "catch-up" group
Teacher	Doris Davis	Sue Sartin	Vesta Dennison	Margaret Hatcher Doris Donselman

Using first year achievement test scores, readiness tests, and teacher judgment, the students in this pod were arranged into seven groups. Group 7 was comprised of children with varying ranges of ability who needed special "catch-up" help. They were taught by a Title I teacher, Margaret Hatcher, and an aide, Doris Donselman. Each of the other three teachers was assigned two reading groups. (Group I represented the highest achievers.)

Students remained in these areas during the morning Reading and Language Arts time block. Groups were kept flexible and students were transferred as needed. At their

Initial Grouping



Floor Plan — Pod 2

home station, instruction was individualized as much as possible while students worked alone, in pairs, or in small groups.

While teachers cooperated closely and did some team teaching with extensive team planning, they also enjoyed their own teaching individuality. Each station was decorated in a different color, with a little circle of chairs, an old coffee table, etc. painted to match. Each station had a personal teacher's desk; however, for planning, the teachers assembled at one station or at a table in the center of the pod.

These teachers believed that skills should be taught with deliberation and consideration of sequential skill development. A valuable part of their program was immediate feedback on all written activities with reteaching as needed. They considered it vital for pupils to have a feeling of mastery and success in sequential goal attainment along their continuum of learning.

Self-directive activity and evaluation were used as the children seemed ready. However, this team felt strongly that teachers should check work themselves and counsel personally with children "on the scene" at this age. To do so created an atmosphere of caring and willingness to become involved in the child's experiences in the classroom.

In an open situation, efficient organization and storage of materials was essential. The team devised a plan which accounted for materials, yet made them easily accessible to all. To accomplish this, two of the cabinets in the room were used for reading and language arts storage (one for commercial material, and one for teacher-made instructional games and tasks). Mrs. Dennison, who represented the pod on the school Language Arts team, was custodian of the reading cabinets, but materials were used by all.

The special Title I Reading teacher and her aide carefully diagnosed the reading and learning skills of the children who were referred to them. In addition to providing Reading Room therapy, they consulted further with pod teachers. Thus, planned, coordinated learning experiences involving the same skills were being provided in the total instructional program.

Some of the materials and activities which helped teachers to accomplish their objectives were: use of a multiplicity of basal readers, phonics workbooks, and spelling books; teacher-made skills sheets, games, and tasks; language experience charts; programmed materials; bulletin board exhibits; and programmed materials and audiovisual aids. Strategies employed were a combination of directed teaching and self-directed activity; frequent reinforcement and extention through coordination of regular classroom experiences; utilization of library services and county bookmobile; provision for students to buy paperback books for home library; use of educational television and guides; and cassette tapes of library books for use with head sets.

A collection of supplementary readers was maintained within the pod and made available to pupils on a check-out system. Students received special credit for reading supplementary readers at the same level as their basal instructional reader. This practice provided opportunities for parents to become positively involved in their child's reading instruction.

Reinforcement Learning Centers were scattered throughout the pod. Extra credit was given for work accomplished at the center.

The objectives of this reading program were the following:

1. to help each child reach maximum reading ability,
2. to master reading skills appropriate for his/her level,
3. to develop good reading habits, and
4. to enjoy reading.

Evidences of the effectiveness of this reading program were:

1. it provided a structure for cooperative teaching,
2. flexibility in grouping enabled teachers to keep children close to their correct instructional level,
3. children experienced success because they were able to accomplish the tasks in a sequential level of skill development,
4. by having heterogeneous home groups, children were not stereotyped,
5. children asked for books to take home,
6. students asked to go to the library which operates on open scheduling,
7. immediate feedback motivated students,

8. testing program provided basis for diagnosis and prescription (commercial and teacher-made),
9. self-management in the reading instruction program was encouraged as each pupil demonstrated readiness for it at each level, and
10. an expressed feeling of achievement among teachers, students, and parents was reassuring and gratifying.

To achieve effectiveness in this open pod curriculum, as in any plan, teachers must be consistently open and cooperative with other teachers as well as with their pupils. They must be willing to experiment and change both organization and teaching strategies as new and better ideas emerge.

PRE-SCHOOL SCREENING CLINIC AND TUTORED PROGRAM

Dove Anna McNabb, Paducah Elementary Schools
Paducah Independent School District
Paducah, Kentucky 42001

TARGET GROUP: Entering First Year Students

Parents of children who discovered after their child entered school that they were unable to cope with school work, coupled with the deep concern of teachers who had to cope with the problems of the six year old and were unable to help him achieve his potential, led to the pre-school screening clinic that has been developed and implemented during the 1973-74 and 1974-75 school years in the Paducah City Schools, Paducah, Kentucky.

The original plan was to screen for students with learning disabilities. However, as the plan developed, it seemed necessary to include assessment of the strengths and areas needing reinforcement for all students entering their first year of school. The necessary personnel was a team of about 15 PTA workers, members of medical auxiliary, speech correctionist, school nurse, physical education teacher, music teacher, two primary teachers, and the school librarian. The teams performed specific functions described in the following paragraphs.

Checkpoint #1: All students were registered who were eligible to enter school for the coming year in January, prior to the opening of school in September. A letter was prepared and mailed setting date, day, and hour for each child to be screened. Arrangements for transportation were made for those needing it.

Checkpoint #2: The actual screening for the child, accompanied by his parents, took approximately 2 ½ hours at all seven stations. This involved two team members working at each station with PTA workers moving pupils from station to station to expedite the process. Fourteen children could be screened in the 2 ½ hour period.

Station A: This station was staffed by two school nurses. A questionnaire was filled in with (1) Prenatal History and (2) Information on Early Childhood: diet habits, emotional health. This is followed by visual and hearing tests.

Station B: This station was manned by a physical education instructor and an assistant. The parent gave information on the early motor development of the child. He was then given a series of physical tests that determined whether his coordination was satisfactory, mildly satisfactory, moderately, or severely unsatisfactory. These exercises were designed to check visual motor coordination, figure ground perception, perception of position in space, and perception of spatial relationships. Station C: This station was directed by the music teacher. With the aid of rhythm sticks, records, use of the piano, and tone bells, the child was checked to see if he play a steady beat, march to steady beat, clap the rhythm of a song, skip to rhythm, and match singing tones. Station D: This station was staffed by a counselor and members of the Medical Auxiliary. A screening test was administered. This test checked the child's ability to follow directions, vocabulary, identification of shapes, follow dot design, etc. A form was used to check or observe the child while taking the test. Station E: This station was manned by two primary teachers. This was designed to evaluate language development. Parent information was given concerning interaction problems and a history of language development. A series of exercises was designed that gave insight into the student's maturity and background. Station F: This station was staffed by the speech correctionist and was designed to check the child for possible speech defects. If problems were found, suggestions were given for help at home in mild cases. If the problem was severe, recommendation was made for professional help. Station G: This station was always located in the library and directed by the librarian. She acquainted the parent and child with all services offered by the school and public library and made suggestions concerning the use of the materials.

Checkpoint #3: At the end of the screening, the principal

carefully read the results of the screening for each child and wrote a summary. A conference was arranged with each parent to discuss every phase of the screening. Material was provided and exercises discussed for each area where weaknesses were noted and enrichment activities were suggested for children where strengths were apparent.

Checkpoint #4: An orientation session for parents was held and illustrations were given of things they could do to help in vocabulary development, thinking skills, number concepts and exercises for motor development. Things to be found in every household, e.g., calendars, catalogs, were used as tools to aid in developing skills.

Checkpoint #5: Arrangements were made and volunteer tutors were secured for all children who were not enrolled in Kindergarten and Headstart. The tutors gave the child three hours a week. A curriculum was developed by the school and materials made available for tutoring in the school.

Checkpoint #6: At the end of the school year, the students being tutored were retested. All students tutored made impressive gains on the screening test, but a more positive attitude toward school was also evident.

Checkpoint #7: This phase was implemented during the 1974-75 school year. A certified person worked with the parents of all preschoolers in preparing their child for school and in help at home for the beginning first year student.

This screening clinic was developed to satisfy a specific educational need, expressed long ago by teachers of first year students. It was intended, and has been successful during the two years it has been in practice in the Paducah schools to identify the students who, without benefit of special assistance, would not make sufficient progress to work up to their potential. The earlier the identification, the earlier remediation could begin.

Parents and teachers could, at the beginning of the school year, have a better understanding of the child, his strengths, and areas where remediation was needed, and thereby take positive action to prevent a first year experience that could result in emotional and academic scarring.

PRE-SCHOOL SCREENING CLINIC

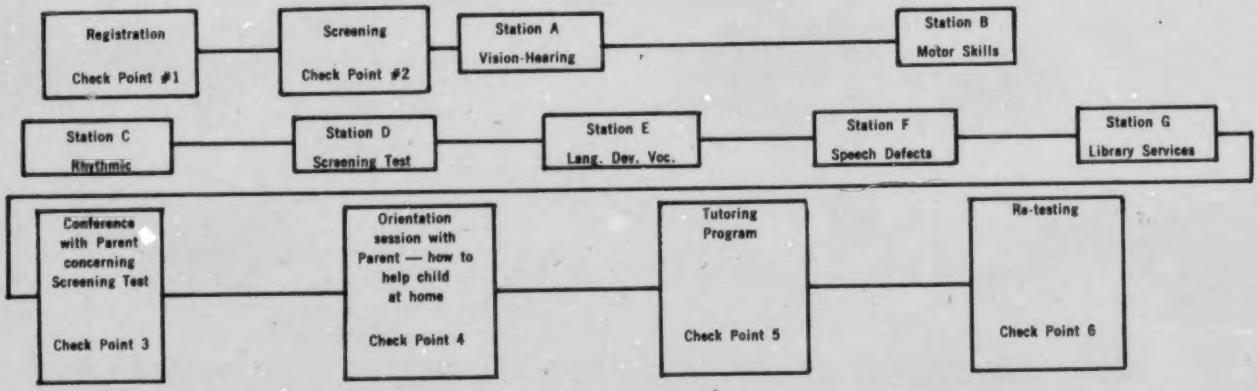


Figure 2: Tasks Performed by Tutors in the Pre-School Tutorial Program.

A CURRICULUM FOR THE PRE-SCHOOL TUTORIAL PROGRAM

READING READINESS SERIES
1. Visual Discrimination
2. Visual Motor Skills
3. Beginning Sounds
4. Rhyming
5. Independent Activities
6. Thinking Skills

PROGRAM COMPONENTS
1. Visual Perceptual Handicaps
2. Visual-Motor Coordination
3. Figure-Ground Perception
4. Perceptual Constancy
5. Perception of Position in Space
6. Perception of Spatial Relationships

DAILY SENSIMOTOR TRAINING ACTIVITIES
1. Body Image
2. Space and Direction
3. Balance
4. Basic Body Movement
5. Hearing Discrimination
6. Symmetrical Activities
7. Eye-Hand Coordination
8. Eye-Foot Coordination
9. Form Perception
10. Rhythm
11. Large Muscle
12. Fine Muscle
13. Games

ACTIVITY GOALS
1. Body Awareness
2. Coordination
3. Agility
4. Strength
5. Flexibility
6. Balance
7. Creative Movement

NUMBER CONCEPTS
1. Count objects to 20 or more
2. Can recognize numerals 1 to 10
3. Can write numerals 1 to 10
4. Can use terms such as: more-less; taller-shorter; same size; more than; fewer than; as many as
5. Addition and subtraction combinations through 5
6. Can recognize and name: circle, square, rectangle, triangle, curve, straight-line, side, corner.
7. Names and knows values of coins: penny, nickel, dime, quarter.

CALENDAR — ART — MUSIC
1. Learn names of months, days
2. Can locate day of week
3. Know the major holidays each month and significance of each
4. Emphasize birthdays of family members, be able to find day of month, week
5. Emphasize birthdays of famous people

ART
Can use scissors
Can cut and paste
Can do simple drawings to indicate weather
Can draw a man

MUSIC
Can clap to music
Can march to music
Skip

EDUCATIONAL TOYS
1. Sound Cans
2. Color Lotto
3. Feely Bag
4. Stacking Squares
5. Wooden Table Blocks
6. Number Puzzle
7. Color Blocks
8. Flannel Board

BOOKS TO READ TO STUDENT

Story Time
Peppermint Fence
Merry-Go-Round
Tales to Read
Holidays
Poetry Anthology

DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED READING

Joyce Zimpelmann, Louisville Elementary Schools
Jefferson County School District
Louisville, Kentucky 40218

TARGET GROUP: Title I, Grades 1-3

We have faith that all children can learn to read and, through achieving competency, will find pleasure in reading. The DPI Primary Reading Program was conceived and built upon this premise.

The reading scores of inner-city children have continued to drop yearly despite the diversified reading materials flooding the market and educators' efforts to determine ways of alleviating the problem. To address the problem, in 1972-73 the Louisville Public Schools designated reading as the top priority of the system. It was further decided that emphasis would be placed upon developmental reading instruction at the primary level rather than upon remedial interventions at the elementary and secondary levels. As a result, the Diagnostic-Prescriptive-Individualized Primary Reading Program was written by instructional personnel and implemented in sixteen Title I schools during the 1972-73 school year. During the 1973-74 school year, ten schools were added to the program bringing the total to twenty-six schools with a membership of 3,200.

DPI is a management system for determining each individual pupil's strengths, weaknesses, needs, and preferred learning modality through continuous diagnosis and immediate feedback. Such diagnosis leads to the prescribing of appropriate instructional skills, learning strategies and materials for each pupil so that he can attain maximal learning at a pace comfortable for him. It provides for the necessary environment and personal assistance to insure successful learning.

Under the leadership of Dr. Martin McCullough, Chairman of Instructional Programs, a Task Force of instructional personnel developed the strategies essential to initiating the program. A two year objective was established: to cut in half the reading deficit of all primary children as measured by the standardized testing program for the school district. The objective was written to include all children in grades 1-3. Lowest achieving pupils became a part of the DPI Program.

Six major strategies were pinpointed and implemented at the outset of the program in the Fall of 1972.

Primary Reading. The concentration of resources is on the primary grades. In these grades, the program requires total commitment to a developmental rather than a remedial reading program.

Diagnostic-Prescriptive-Individualized Instruction. Each pupil eligible for the DPI Program was diagnosed during the first month of school to determine not only his instructional and independent reading levels, but also his skill needs and preferred learning style. The instructional year was divided into ten three-week cycles. At the beginning of each cycle, the classroom teacher and reading specialist conferred and formulated a written prescription which delineated the specific skills to be taught, the core material to be used, supplementary materials and activities to be experienced and the type and amount of tutoring needed. The teacher then planned her classroom activities while the reading specialist refined tutoring prescriptions and drew up a master schedule for the cycle. Instructional cycles were staggered so that the third graders began one week, the second graders the next and first graders the third week.

During the third week of each cycle the monitoring technician, a paraprofessional trained in criterion-referenced test administration and record-keeping, tested each pupil on skills prescribed. After the results were recorded the reading specialist and classroom teacher again conferred regarding the results and a new prescription was written for each pupil.

Multi-Approach Reading Instruction. The budget allocation of Title I funds provided for the development of program material. Among the program materials were a hand-

book and the *Quad Manual* which delineated and matched behavioral objectives with specific reading skills, their concomitant criterion-referenced items, and sample tests in the *Quad Manual*. In addition, over five hundred criterion-referenced reading skill tests were written and a series of record-keeping forms devised.

The development of multi-level "program streams" in each primary classroom made possible the individualization of instruction. The "program stream" for a classroom was the composite of all approaches, modalities and materials used in developmental reading. It implied systematic, continuous progress for each pupil. It provided for creativity on the part of both pupils and teachers. It was a means of each pupil receiving instruction which best advanced his individual learning.

Each DPI faculty was responsible for selecting the core programs that seemed to best meet the needs of its pupils. In addition to these materials, supplementary equipment and aids were available within every classroom. However, the teacher remained the key to continuous pupil progress. The teacher had to constantly implement the program to insure sequential, developmental learning. If the diagnostic data generated at the end of each cycle was analyzed and used effectively, each pupil would move successfully at his own pace.

Through using a variety of instructional alternatives, each pupil could receive the type and amount of instruction needed. This enabled each child to develop competency in reading and to master the essential basic skills.

Concentrated Time. A three-hour block of prime instructional time, 8:30-11:30 a.m., was set aside for DPI. During this time, formal reading instruction and language development activities were conducted by the classroom teacher who also directed individualized skill development classroom activities. For students with the greatest reading deficiencies, skill building tutoring was provided by trained reading aides and junior high cross-age tutors. During their orientation to the program, principals are advised to schedule around DPI time, and block any classroom interruptions.

Additional Personnel. Through the Title I allocation, the amount and type of instructional expertise available was increased. Each of the twenty-six schools participating in the program had a full-time reading specialist and monitoring technician. In schools having a DPI population of over 160 pupils, two reading specialists and two monitoring technicians were employed. The roles and responsibilities of these people were clearly defined since coordination and cooperation among the DPI personnel in each school was essential to the program.

No program of this magnitude could be successful without a monitoring system. Monitoring technicians were chosen through a careful screening process designed to determine their competencies in basic mathematics, in administering tests, in keeping records, and in organizing work.

Working under the supervision of the reading specialist, the monitor was responsible not only for administering between five hundred to a thousand criterion-referenced tests weekly, but also for keeping up-to-date individual, class, and school progress records.

For the reading instruction and language development time a pupil-adult ratio of 8 to 1 existed. This ratio was achieved through the use of supportive personnel including paraprofessional reading aides and secondary cross-age tutors (SCAT).

Central office curriculum specialists, most of whom participated in the actual development of the program, were assigned to specific schools. Their primary responsibility was to serve as a liaison between the local school and central office and to facilitate the effective operation of the program. They assisted the teachers in organizing their classrooms for instruction, determining flexible grouping, selecting materials that best reinforced skills, and planning individualized experiences and activities. The DPI curriculum specialists also worked with the principals regarding the functioning of the program.

During the 1973-74 school year, the cross-age tutoring component was written and implemented by the curriculum specialist for cross-age tutoring. Nearly three hundred junior high pupils participated in the tutoring program. The tutors were bused to nearby schools to tutor one period daily for three weeks.

As an outgrowth of this successful component, over two thousand junior high students participated during 1973-74 in the Secondary Cross-Age Tutoring Program (SCAT).

This component was funded by the Emergency School Assistance Act (ESAA).

Effective In-Service Training. Quality in-service programs geared to the needs of DPI personnel and principals were developed. The central office staff worked as a team in planning and implementing in-service training programs designed to make instruction more effective. Everyone participating in this program received formal training prior to entry into the program.

Initially each of the teachers involved participated in a workshop prior to the opening of school. Training was given in diagnosis, prescription development, and instructional strategies in reading including the use of multi-modal approaches. The teachers also participated in simulation activities regarding classroom management, flexible scheduling, grouping techniques, and individualized activities. Since the *Quad Manual* was the chief reference source used, the teachers learned to identify and correlate specific skills in each of the major areas of reading: perception, word recognition, comprehension and study skills.

The reading specialists also received specialized training prior to the beginning of the school year. In addition to the topics explored by the teachers, reading specialists were trained in more intensive diagnostic procedures, the effective utilization of paraprofessionals, monitoring processes, and feedback procedures.

In order to maintain a cadre of adequately prepared reading aides, the DPI Training Institute was established. Administered by two reading curriculum specialists who were assisted by experienced paraprofessional trainers, the institute was responsible for training aides to be competent in tutoring pupils in basic reading skills. Each aide spent several weeks in the institute before beginning his or her assignment in the local school and returned to the institute periodically for further training. When the aides returned to the institute, suggestions for their training were sent by the reading specialist to the training institute personnel so that an individualized program could be followed. Competency-based modules were prepared for in-service training in the institute.

Monitoring technicians were given training geared to their special needs. Topics studied in depth during their initial workshop were record-keeping, test administration and organization techniques for their tasks. On-the-job training followed.

The secondary cross-age tutors were prepared for the tutoring they did in elementary schools. In connection with their English classes, they received an intensive three-week course in the tutoring of reading skills as outlined in a tutor training packet, compiled for the purpose. They alternated every three weeks between training in reading skills in their junior high English class and tutoring primary grade students in the elementary schools.

Results of the California Achievement Test administered to first grade pupils in April, 1973, indicated that the program improved reading performance at the first grade level by seven months. Less dramatic results were indicated for the second and third graders, however.

The April, 1974, results indicated good, positive growth for pupils who have been in the program two years. Perhaps even more significant, however, were the positive self-concepts toward learning that the children seemed to be developing. They knew they were learning to read and often chose to read rather than participate in other activities.

Inner city youngsters have presented American schools with an unequaled challenge. The Louisville School System, through the development and implementation of the DPI Primary Reading Program, has been meeting this challenge for many children.

THE MODIFIED ACTIVITY APPROACH TO READING — USING LEARNING CENTERS

Lahoma Baymor, Fort Knox Dependent Schools
Fort Knox, Kentucky 40120

TARGET GROUP: All pupils, Grades 1-5

The nature of the Fort Knox community was such that a thirty to forty percent turnover occurred during the academic year. The maximum time most children would spend in the system was three years; a large percent did not remain for the complete year. Because of the nature of the student body, grade level designation, as commonly used and understood, was the most useful means of classifying students. However, the very nature of the curriculum mitigated against any student being locked into a preconceived graded program unsuited to his needs. Fort Knox has attempted to create a climate in which pupils feel unrestrained in their learning experiences, have some choice in their learning activities, and are actively engaged in the learning process.

The Modified Activity Approach to Reading. Most modern learning theories emphasize the importance of student involvement, inquiry, discovery, and personal interest, recognizing that each child has a unique learning style. Fort Knox is attempting to use these ideas in developing better reading experiences for children, with the belief that as children work in an environment that affords opportunities to evaluate personal needs and choose activities to strengthen individual weaknesses, then children become involved in self-improvement.

The Fort Knox Modified Activity Program[1] was developed as a democratic plan to advance children of all achievement levels without degrading any individual student. The achievement range within any classroom spans many grade levels. Children are placed in activities where they can succeed, but are encouraged to associate with the advanced child as well as the child moving at a slower pace. Most of the child's school day is spent with the "home teacher." This group could be considered the teacher's "immediate school family." It is much easier for the teacher to practice the complete modified activity program design when she guides such intra-classroom groups.

The Modified Activity Program is organized around three teaching strands as follows: (1) teacher directed skill building sessions, (2) peer group activities, and (3) independent study. The following chart (figure 1) will help to clarify the sequence and the types of learning experiences associated with each step of the Modified Activity Program:

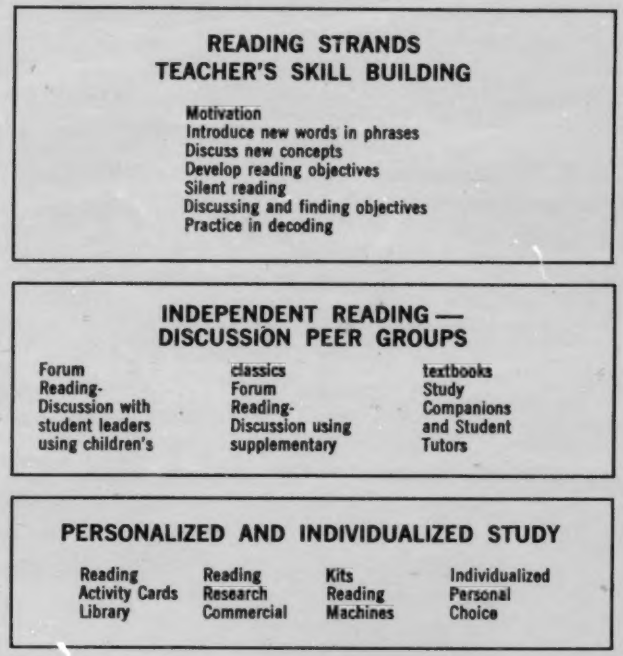


Figure 1
The Sequence and Types of Learning Experiences Associated With Each Strand of the Modified Activity Program

[1]Developed by Kyle McDowell, Assistant Superintendent — Curriculum

Skill-building. Skill-building under teacher direction is the first phase of the Modified Activity Program. Children from first grade through the fifth are divided into approximately three reading performance groups within the "home" group. Although reading achievement tests are used in this placement, the children's needs are the deciding factor. At all times the teacher seeks opportunities to shift children into higher performance groups. This intra-grouping plan gives the teacher the opportunity to compare and to evaluate the individual's performance at each reading stage. A basal textbook is usually provided for this skill-building class.

Periodically, children from all reading levels are offered opportunities to form special interest groups, using a favored book or story as a basis for group membership. This heterogenous grouping has proven highly motivating and profitable.

Independent Reading-Peer Discussion Groups. Peer Group activities are the second phase of the Modified Activity Program. Children assume leadership roles as they guide group discussions, tutor, or work cooperatively with "study buddies." Supplementary readers are often used to reinforce the vocabulary taught in the basic program. After the teacher's skill-building group, the children read a related story together. Students from the advanced group or a student from a higher grade level will be the instructor for a below grade level group.

The Reading Forum is a peer group-discussion reading activity with emphasis on group dynamics. Group members select juvenile classics or advanced reading selections to study under the guidance of student leaders. The forum meets daily to discuss a chapter or portion of the selected material. Group members exchange leadership roles. With the help of the teacher, the leader for the day prepares discussion questions, vocabulary drills, and culminating activities. All reading groups are encouraged to participate in the Reading Forum sometime during the school year.

Personalized and Individualized Study. The Fort Knox program differs from the open school concept in that teacher-directed skill building is given major emphasis. While the teacher uses many grouping patterns to guide these skill-building activities, new opportunities for independent and personalized study are provided. Time formerly assigned to workbook drill, and repetitious copy work is spent in more creative child-centered activities. This slight change opens up an unlimited challenge for both student and teacher. When children are grouped properly, they will have approximately one third of their total school time for challenging independent study. This is the third phase of the Modified Activity Program.

There have to be certain goals and objectives for studying independently. Although the child may have done some activities he enjoys, he must also have studied information he needs to know. Some of these independent study activities may be to enrich, and others to reinforce a skill.

Classroom and central learning stations are the key to these individualized experiences. Formal furniture arrangement gives way to a workshop atmosphere where desks and chairs are incorporated into centers equipped with a variety of organized materials designed to attract students to participate in meaningful independent study.

Learning stations require movement, but the teacher organizes activities to make this experience significant. Following an individual guide chart, the child moves from station to station to find appropriate reading tasks that are enjoyable, yet, at the same time, helps advance his reading skills and interests. Materials included in these learning stations are the following:

1. Current materials and activities that closely correlate with the skills being emphasized in the formal reading session. The student goes directly from the skill building group to the learning station for these reinforcement activities. Materials at this station change frequently.
2. Relevant materials that cover an entire study area. The teacher organizes activity cards for the many facets of the study area and tries to develop these sequentially. This sequence begins with the simplest concept and progresses to very difficult ones. Many sources are utilized in developing materials for these activities.
3. Personalized study projects which help fill the needs and desires of individual students. Students needing a great deal of reinforcement are guided to certain learning experiences while gifted students with special needs are encouraged to move ahead.
4. Commercial materials. These are ideal for learning sta-

tion independent study. Most of these materials are in the form of kits that have graded sequential activities to help the students develop understanding of the total study area. Although the students will eventually perform these activities independently, initially, the teacher makes sure that these materials are used correctly.

5. Concrete manipulative devices of many kinds. Children use these materials in exploring and discovering new areas of knowledge. Many commercial games on the market today reinforce reading skills as well as those that challenge the minds of the more advanced children.

Running parallel to the independent strand of the Modified Activity Program is a language-experience program. This experience approach to reading integrates the various facets of language arts instruction in the curriculum; thus children are made aware of the interrelation and functional use of reading, listening, speaking, spelling, and writing skills. Language development is assured in a program that encourages self-expression in many media throughout the school day. Such varied experiences in self-expression promote a confidence in language usage which, in turn, creates a desire to rework and refine one's own language. A child learns from early experience that:

". . . what he thinks about he can say
. . . what he says can be written (or dictated)
. . . what has been written can be read"[2]

Art is a media through which ideas can be expressed freely. This is an important station in the language-experience program. Beginning in the kindergarten, the teacher uses easel paintings to motivate children to talk about what they have painted. The children's stories are often recorded by the teacher and shared as "reading lessons" by classmates. Selected story pictures are put into booklets and left in the class library for individual reading. As children acquire spelling and writing skills they continue to use art as a springboard for creative writing. The teacher may select one painting each day to hang above the chalkboard in order that the painter can compose his story on the board beneath it. Class members help in the "editing" of the original draft.

Often children prefer to "write" in more private surroundings. The creative writing station contains an inviting array of materials to spark individual creativity. Paper, crayons, pencils, blank books, dictionaries, word lists, idea files, spelling helps, guides for letter formation, story starters, pictures, and story checklists are but a few of the aids that call attention to the need for correct English, accurate spelling, and legible handwriting. The importance of individual authorship is a major part of the language-experience program. Children are taught to view themselves as authors. Their productions are edited, illustrated, bound, and placed in the classroom library for others to share.

As children continue to write, their forms of expression are influenced by the things they read. Good reading material leads naturally to good language usage. The classroom reading center is filled with a wide selection of reading matter: newspapers, magazines, supplementary books, library books, teacher-made tapes, recordings, and various other media which stimulate wide and diverse reading. This is a delightful place for buddies to read to one another, or to share some favorite book. Here, too, children have the opportunity to test their reading skills as they browse through strange, as well as familiar reading matter. To be fully effective, the teacher keeps this station alive with new and interesting materials and activities.

Students are encouraged during the day to use the central media center for personal research and independent study projects. The free-flow library program permits children to leave their classrooms during their study time in search of materials and audiovisuals not found in the homeroom.

The Fort Knox Dependent Schools are pleased with the response of parents and students to the Modified Activity Program. Within this framework, children are taught the educational basics, while having that added ingredient of choice and freedom to work in an atmosphere where learning is a challenge. Children like school because they can learn at a level where they meet success. This joy of learning, hopefully, will become a permanent part of each child's personality as he continues to advance through life "to become more of what he is capable of being."

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[2]Van Allen, Roach & Claryce. *Language Experiences in Reading* (Chicago: Encyclopedia Britannica Press, 1970).

SUSTAINING MOTIVATION: INDIVIDUALIZED INSTRUCTION WITH TEACHER-MADE TAPES

Sue Lacy, Sparksville Grade Center
Adair County School District
Columbia, Kentucky 42728

TARGET GROUP: Title I, Grades 2-4

Due to the wide range of reading interests, abilities and needs of students, there is always the need for new approaches in the teaching of reading. The teacher is faced with an even greater challenge when working with some of the same students for more than one year, which is normally the case in remediation. What can be sadder after having worked diligently to gain rapport and ferret out the student's needs and interests than to lose him later from boredom and frustration? This becomes an even greater concern with those students who have a short attention span and who need a number of exposures to a given skill in order to master it.

The keynote to success is variety. The effective use of the tape recorder, Language Master, and teacher-made tapes can go a long way toward providing this necessary element in the maintenance of interest and enthusiasm in learning to read.

With a basal program as the "hub" to insure continuity in skill building, the teacher can then draw from a wealth of trade materials to supplement instruction. Phonics workbooks, games, charts, supplementary readers, filmstrips and various other materials are woven into the program as the need arises for reinforcement or extension of the basic text provisions for reading instruction.

With these facts in mind, it has become necessary to find new techniques to stimulate and challenge students to move forward through the hierarchy of skills. The main objective is to enable the teacher to individualize instruction, but the substantial saving of funds by the use of teacher-made tapes as opposed to purchased ones is an added feature which cannot be overlooked.

Inherent in this procedure is the development of skill by the teacher in updating and editing tapes as needed. This skill must be developed as the teacher personalizes instruction, leaving space for personal messages to be "dubbed in" as a means of encouragement to an individual or an entire class.

The taped games, drills, tests, and lessons which have produced positive results in terms of facilitating learning, and sustaining motivation have, in effect, enabled teachers to become their own assistants. Their personal guidance and assistance becomes available in more than one place at a time as students listen to their teacher's voice talking to them on tape.

In view of the fact that many students have a short attention span, it is best to limit most taped lessons to five or ten minutes. Therefore, each card of twenty-four words was broken down into three lessons of eight sight words each. This enables the student who has a goal of eight new words for the session to drop out at the end of the first segment, whereas another student might be capable of continuing. It should be noted that students discuss and set their goals during student-teacher conferences.

Through the use of the audio-sight word machine, the student soon becomes prepared for playing the group game and for participation in the taped lessons. One such game entails a drill sheet with blocks numbered one through eight arranged in order from left to right. As the first word is heard from the tape, the student selects the correct word on one of his cards, copies it in the number one block, and proceeds in this way until all eight words have been written. He then checks his accuracy by turning his word cards over to see if the numbers on the backs match those in the blocks in which he has written each word.

Some extrinsic motivation is provided by small tokens of recognition for excellence. For example, if all of the cards in the sight-word games are in the "matching" pile, the pupil will then collect tokens (smiley faces) which are

saved to be cashed in at a later date for a special privilege such as reading a story taped by the teacher or working a puzzle. On occasions, students may receive a sucker or other small treat. These are representative of quite a large number of positive reinforcers used throughout the year.

The student who made incorrect responses, however, is asked to return to the machine, find the taped cards on which he needs further drill and review them. After he has heard each word again, in order to further reinforce learning, the child may be provided with a "magic" slate of the dime store variety on which he can write the word, say it, and then make it disappear. Other adaptations might include "painting" them on the chalkboard with water and a water color brush, or for a more kinesthetic approach, tracing lightly over sandpaper with the index finger of the dominant hand can be helpful. When all his words have been mastered, he gets another turn at the recorded tape drill.

At the end of each group of three exercises is a test for all twenty-four words. The directions are read on the tape by the teacher after cautioning the students to follow carefully. Students may either write in the books, or transparencies may be clipped on and a grease pencil used to preserve the books for future use. Once directions have been given clearly, including a sample exercise, students are then asked to place one by the first word called, two by the next, and then a three by the third. There are five words in each of sixteen frames. The words appear in varying order several times. Tagboard overlays with squares cut out where answers appear were found to be a time-saving device that enabled the teacher to check a number of papers in a fraction of the time ordinarily consumed.

Corresponding word cards for the machine and taped lessons have also been made for initial and final consonants, consonant blends, diagraphs, diphthongs, long and short vowels and vowels controlled by "r." After the skills are introduced in the basal text, the teacher may wish to use a trade tape to further extend the concept. For example, one holds the attention of students as the blends are introduced in rhyming songs with colorful pictorial cards on display during the lesson. Following the tape a game may be played such as the following: A word is pronounced by the teacher and the student finds on the chalkboard the correct blend with which it begins, then stands in that space. Points may be awarded for correct responses, and the student may decide to allow for some "neighborly" assistance for those who have difficulty. Once again tokens may be given on the basis of points earned.

The student who still needs help on the skill may, at any available time, use a taped drill such as the following: the drill sheet, laid out in a grid, has blends (or whatever is being stressed) across the top to coincide with the numbers on the left. When each word is pronounced, the student will use a marker to select the correct response, then place an X in the proper square. A "warm-up" session precedes the exercise, with the student pointing to the correct square. Teacher assistance may be needed until the student understands exactly what is expected of him. Monitoring with the student from time to time is wise and much encouragement with frequent positive reinforcement is essential.

In addition to the skill drill tapes, several sets of adventure books have been taped with instructions for answering the comprehension questions that either accompany the books or are prepared by the teacher. Whether or not a student completes the questions depends upon his objectives in reading the stories. In some instances, students may wish and need to read purely for enjoyment without interruptions. On the other hand, they may be used to strengthen listening and comprehension skills.

Animal stories from supplementary books on different levels have also been compiled in a series of tapes. It is very important in taping stories to "set the stage" for listening by discussion of pictures, establishing a purpose for reading, and pausing at intervals to encourage students to predict outcomes and draw inferences. Art projects, dramatization, and research can be outgrowths of these taped stories, also. For example, students are given an option of choosing their favorite animal story to share with classmates through dramatization, cartoon story, "filmstrip" drawn on a roll of paper or by using their imagination to come up with a different way to share their story. Again, an audio-sight word machine becomes a useful tool for helping students with vocabulary words before reading the stories.

With tapes to free the teacher from routine tasks, the teacher can provide more one to one instruction, observe

students more closely, and confer with students individually. Careful advance planning and organization of the instructional procedures and materials are no less important than efficient record keeping which is a "must." A chart for each class with skills listed across the top in sequence enables the teacher to pinpoint each student's progress on the continuum at a glance. Tapes are also easier to manage and use when labeled plainly with accurate tape counter numbers and titles for easy identification.

Although teacher-made tapes are not a panacea designed for meeting all needs in the teaching of reading, they can add new vitality and versatility to any reading program. Evidences that audiotapes have enhanced this program since its inception are seen in better application of skills in oral and silent reading and the ability to perform better in the regular classroom situation. These results, coupled with the sustained interest and perseverance that can be observed in each child as he gains skill and the subsequent poise and confidence, convince any teacher that all effort and time required to plan taped lessons and coordinated games are extremely good investments.

TEACHING READING FROM EACH CHILD'S LEVEL

Doris Mohr Shepherd
Robert W. Combs Elementary School
Perry County School District
Happy, Kentucky 41746

TARGET GROUP: Title I, Grades 1-6

The setting in which remedial reading was taught is an open area with a mobile curtain separating two large rooms. This permitted an open concept approach for large groups or small ones. The room was painted a sunny yellow and decorated with gay pictures, bulletin boards, etc. The walls and shelves were covered with lovely pictures, flowers, and scenes. At all times the room was kept clean and attractive. This setting gave the children a relaxed and comfortable feeling. The appearance was also conducive to the teaching of reading and motivating the exploration of interests among children.

The following is an explanation of the four reading centers found in the reading rooms.

1. Machine Reading Station — A reading machine with earphones, filmstrips and television effect. The children plugged earphones into a jackbox and watched the filmstrip in the machine that looks like a small TV screen. Material is available commercially for each level — readiness through grade six. The readiness and phonics level were given to grade one. In grades two through six, all phases were taught. A high interest level story would be shown, then a flashback on facts (comprehension), a mirror on meanings, and a spotlight on sounds. Every phase of reading was taught with the help of these machines. Afterwards, the children read aloud in a comprehension booklet as a "follow-up." They then took "follow-up" tests. In every phase of reading a test was presented with the reading machine in an interesting way. The children were never bored with this. The stories were always on a high interest level, such as one entitled "The Deadly Piranha."
2. The second center was a phonics and free reading center. Materials or programs used were vowel sounds, earphones, records, filmstrips, phonics games, tapes, and phonics worksheets. It has been found that approximately 88 percent of the children taught at R. W. Combs learned to read through a phonics teaching approach; the other 12 percent only by sight.
3. The third center used a text-workbook type program that included both phonics and comprehension. It was an instant response program. The children checked each phase of their work and corrected it immediately. Hopefully, they did not make the same mistake again.
4. The fourth station was a comprehension center — booklets were used for reading silently and developing other phases of comprehension. This included context, main ideas, drawing conclusions, getting facts, and detecting sequence.

Some children did not adjust well in a group of as few as ten, thus a fifth learning station was used. Here, this child was given his or her own private office. They loved this and worked well. The centers were "set up" in semi-circles with a teacher in the center to supervise and assist any of the five centers which were all in operation at the same time.

Other devices also were used to make reading fun and interesting. These devices were often used on a Friday for a change of pace. Some popular examples are puppets for readiness, stuffed animals, reading games and filmstrips with cassettes. The classroom teachers remarked about the fact that their children eagerly anticipated reading class.

The children taught were one year or below in reading comprehension. As was to be expected, there were no discipline problems. The children were so busy when they entered the reading room, there was not time for anything else. They were happy and so were the teachers.

The gains, as shown on the selected reading test in com-

prehension for the school year 1973-1974, in the Robert W. Combs Remedial Reading Program (Perry County) were:

Grade 1 — 1.6	Grade 4 — 1.6
Grade 2 — .9	Grade 5 — 1.0
Grade 3 — .9	Grade 6 — 1.3

Question — Could this type of program be used in a self-contained classroom? Yes, with a little planning and some help from an aide or an older child, this type of program would be more than rewarding.

The main factor contributing to the success of the Robert W. Combs School Remedial Reading Program was that of taking the child where he was and proceeding from that point in planning his learning program. A child was never given anything too difficult or too advanced. Evaluating and re-evaluating was done at the beginning of the year and periodically to make certain each child was in the materials in which each could grow and succeed. Success for a child means all! Happiness is — Learning to Read!

MEETING THE WHOLE CHILD IN THE READING CLASS

Ruby O. McCoy, Blackberry Graded School
Pike County School District
Pikeville, Kentucky 41501

TARGET GROUP: Title I, Grades 1-6

There was a great need for individualized assistance to develop the basic reading skills in students attending the elementary school in this school district. The major goal of this program was to help each individual student develop an appreciation and desire to understand and enjoy the medium of communication through reading the printed word.

However, some attention was directed first to the other basic human needs before expecting too much motivation to attend to higher needs. For example, fresh attractive clothing was provided for economically deprived children. This and other considerations were directed toward encouraging children to have more pride in themselves, to become more self-confident, to boost their morale, and to help them to develop better socially.

Attainment of the program goal was then achieved through attention to developing motivation and individualized instruction in reference to the following reading skills:

A. Comprehension
   1. Reading to Find the Main Idea
   2. Reading to Select Significant Details
   3. Reading to Answer Questions
   4. Reading to Summarize and Organize
   5. Reading to Arrive at Generalizations
   6. Reading to Follow Directions
   7. Reading to Predict Outcomes
   8. Reading to Evaluate Critically

B. Word Recognition
   1. Recognizing Whole Words by Sight
   2. Context Clues
   3. Phonetic Analysis
   4. Structural Analysis
   5. Dictionary Skills

The purpose of the special reading program has been to help those students who have the ability, but have failed to develop the necessary reading skills. Without development of the basic reading skills, children could not participate profitably in classroom learning activities which involved the use of textbooks.

Basic to the program was that each child be treated as an individual. The reading program necessarily had to be highly individualized to meet the child's individual needs. The children were accepted at their own level of ability and proceeded to work at their level of achievement. Materials were varied from day to day to maintain the student's interest and to extend their attention span.

When a child enrolled in the program, he was given a pretest to diagnose his strengths and weaknesses. At the end of the program he was given a post-test to determine the progress he had made.

The main objective in the special reading program at this school, was to enrich reading experiences, to cultivate interests, to create a love for the printed word, and to motivate each child participating in this program.

The following is a list of the general goals and the strategies enlisted to accomplish these goals.

1. To enrich the lives of disadvantaged children through educational growth, social acceptance and emotional stability while helping children overcome specific reading deficiencies.
2. To improve the reading skills of children by helping them realize their learning potential.
3. To develop good reading habits.
4. To develop the ability to read with understanding.
5. To develop a healthy attitude toward reading and an appreciation for reading.
6. To improve the ability to master words — spelling, meaning, pronunciation, and use.

Major strategies for attaining these goals were the following:

1. Individualized instruction
2. Mastering words with the use of phonics
3. Individual's choice of a free reading period at least once a week.
4. Educational games
5. Audiovisual aids, with follow-up activities.

Evidence of the effectiveness of this program was to be found in the results of individual evaluations during this school year as well as prior years.

Students are able to learn the basic reading skills and apparently do apply them in all learning activities throughout their school day and no doubt carry those skills with them into adulthood. Favorable and complimentary comments from the regular classroom teachers concerning the individual's progress in reading ability, skills and achievement is evidence in itself of the effectiveness of this program directed to the whole child.

CREATIVE TEACHING IN THE DEVELOPMENT OF READING SKILLS

Ora Cecil Mackey, Elementary Schools
Daviess County School District
Owensboro, Kentucky 42301

TARGET GROUP: All pupils, Grades 1-6

In nearly every school, some children experience reading failure. This deplorable fact remains true in spite of the vast research available and in spite of excellent reading programs and materials currently used in schools. Many teachers have expressed concern and feel defeated when they cannot help.

Parents of these children express varying degrees of disappointment, anger, and frustration. Members of boards of education feel responsible, and educational leaders now hear much about accountability. Helping all children become successful learners is what accountability is all about. This goal we cannot attain unless children learn to read functionally and to read well.

Certain basic skills many children absorb from their environment, almost imperceptively. Some youngsters learn because of intense parental interest and the variety of experiences parents provide for them. Still other pupils experience slight or no intellectual stimulation in their pre-school environment. These children have spent hours playing with their peers and have acquired a way of getting along socially; however, because they lacked the supervision of interested and enlightened adults, they missed those skills which are prerequisites to success in reading. Thus, the responsibility to provide those skills falls to our schools.

A committee composed of representative classroom teachers, principals, central office personnel, and the director of administrative staff of Title III in Region II assessed needs for staff development within the Daviess County School System in the area of reading. Realizing that a poor self-image usually results from inadequacy in communication skills (first, oral verbal skills; later, reading skills) the committee agreed to explore ways to solve the problem locally — a major problem nationwide.

Believing that any normal child who learns at all can learn to read, and realizing that many children within our schools were not learning to read, the staff development team planned to provide opportunities for teachers and principals to receive additional assistance in teaching reading. Mrs. Mary Craighead, principal of Glendale Elementary School of Nashville, Tennessee, served as major consultant in the reading program's development.

As its major thrust, the staff development program (with emphasis on reading) sought to help teachers work with children to prevent reading problems from occurring. The first year the mini-project developed a readiness program for a six weeks summer school. Results of testing of all incoming first grade children were used to identify students most likely to encounter difficulty in learning to read who could benefit most from the readiness program.

Program Assumptions. The program rested on the following assumptions: (1) that reading skills must be mastered, (2) that the psychological climate must encourage learning, (3) that the child must possess a positive self image, (4) that creative teaching contributes to more successful learning.

During the second year of the staff development program, first grade teachers and elementary school principals received in-service training in the four components of the pre-reading skills program and suggestions for structuring the school day as it relates to reading.

Four Program Components. Each child begins school expecting to learn to read; therefore, the consultants and the staff development team encouraged teachers to guide each child in acquiring the necessary pre-reading skills before the child received a book for instructional purposes in reading. The pre-reading skills were divided into four major components: visual discrimination, auditory discrimination, language development, and visual motor perceptual skills. These processes provide the foundation for development of reading skills.

The program utilizes a varied multiplicity of materials and activities to insure skill mastery; a subsequent skill in any of the four components is not introduced until the child has mastered and properly applied the previously learned skill. Teaching sight words (words that cannot be decoded phonetically) begins when the child comes to school the first day. Words such as "come" or "here" are introduced and taught to the child in game-like activities. At the end of each day throughout the year, one or two of these words are given the child to take home for practice and reinforcement. Thus, the child masters a sight vocabulary before he is given a book for instructional purposes.

Daily Classroom Procedures. The school day as it relates to learning to read breaks into three essential parts: (1) skill development, (2) listening to stories, poems, and other materials on the child's understanding and interest levels, and (3) creative writing. In creative writing the child dictates his story to the teacher or teacher aide who, in turn, writes it for him.

The planned program, as revealed by observation, standardized achievement tests, and mastery of these pre-reading skills had contributed to the success in learning to read. All these factors caused the staff development team to continue the emphasis on communication skills through the second and third year of the project. Teachers from grades two and three respectively visited a school stressing these skills and used in-service days to prepare teacher-created materials designed to reinforce these skills at second and third grade levels. Also, the school system purchased professionally prepared materials, and distributed a guide for parents of pre-school children. The pamphlet, an easy-to-follow guide addressed to the parents, offered advice and suggestions for enhancing the pre-school child's intellectual growth. Eventually the program will be extended into other grades as teachers are prepared in the methods essential to the development of pre-reading perceptual skills which underscore the actual reading process.

Many people in numerous places and in all levels and walks of life offer evidence of this reading program's effectiveness. A first grade child, when first cautioned against checking a book from the library that was generally regarded as an intermediate level book proved able to read the entire book with fluency, expression, and comprehension. Because of the possibility of her being an exceptional child, the same book was taken to another school within the system and offered to other first grade children with the same results. Elementary school librarians tell of phenomenal increases in book circulation among primary grade children, and of children choosing books of higher reading levels than in the past. A genuine enthusiasm for reading was observed in many classrooms. Teachers and principals excitedly report the new successes in reading they observe.

A comparison of the results of standardized reading tests administered in 1973 and 1974 showed the effectiveness of this reading program. Reading skills development in the primary grades was continuous and pupils' skill levels continued to improve with this instructional program.

A LINGUISTIC APPROACH TO READING SUCCESS FOR LOW ACHIEVERS

Garneda F. Goodwin, Earle D. Jones Elementary School
Maysville City Schools
Maysville, Kentucky 41056

TARGET GROUP: Title I, Grades 1-6

The reading program at Earle D. Jones Elementary School in Maysville, Kentucky was developed to give every child in the school a successful start in reading. The regular school program is organized on achievement levels so that each child will not be faced with failure, but will be allowed to progress at his own rate of learning.

The Title I Program was designed to give compensatory help in reading. The program is divided into three categories: readiness for the first grade; a program for the low achievers in grades two, three, and four; and remedial reading instruction for the students in the fifth and sixth grades.

A linguistic approach was used as the center of instruction in the second grade Title I Reading Program. The teacher and aide worked together to develop their program in an interesting way that would meet the needs of each student.

The students were pre-tested in the recognition of both the name of the letters and the sound represented by each symbol. The few that had not mastered these letters were taught the sounds in an interesting readiness unit. Children sometimes have a need for over-learning the skills of reproducing sounds in order to develop the ability for decoding new words, going from the known to the unknown in word development. Various techniques were employed to accomplish this. The children were taught to respond to statements, questions, or oral directions and to dramatize dialogues with the use of talking frames. An example: "My name's Johnnie. What's your name?"

At each stage of the training there was a language practice technique which was followed to enable students to learn basic structures of English. The students repeat what has been modeled for them by the teacher.

First, the teacher presented an illustration of something that was happening in the readers at that particular level. Example: "Biff is drinking." The class would respond as a whole. Next, a small group responded to the same model from the teacher; and last, the individual responded.

In the next step of the training the teacher pointed to the same illustration and said but one key word. Example: "Biff." The children's response was the same as structured above. "Biff is drinking." The response came first from the class, then a small group, and last, from an individual.

The next step came after the students were confident of the use of the structures modeled earlier. This step called for one student to phrase a question. Example: "What is Biff doing?" The correct response was given by an individual first in a single word answer, such as "Sitting." The next response was in a complete sentence. "Biff is sitting."

This was a slow training process, but it was important that these children learn the correct basic structure of English before they moved further in the reading process.

The next step was to learn to read speech in printed form, using *calls*, such as "Tiff! Tiff," and directives such as "Sit, Tiff, sit." This led the reading process into statements with the *is* and the *-ing* form of the verb. Example: "Tiff *is* sitt*ing*."

The program was a highly structured one, teaching spelling patterns rather than individual sound-letter correspondence. The vowel-consonant combinations were taught so completely that the students had had constant reinforcement of the vowel sound in different spelling patterns before a new vowel was introduced. Eleven spelling patterns using the short vowel sound of *i* were taught before another vowel sound was presented in this program. The stories presented real life situations through animal characters. The characters came to life for the children as the Title I Aide skillfully produced additional life-like situations using bulletin board visuals. They were kept in suspense about situations such as, "Did Nat the Rat steal the King's wig?" or "Will Tug Duck

catch Buzz Bug?" When Tug Duck appeared on the bulletin board with his sack, the students took time out to guess what was in it. This motivated them to further desire to read the book to find out just what was going to happen next.

The program in the reading room was structured so that the children could master the skills involved in the actual reading with expression. This was developed through numerous pyramid exercises, rhythm drills and prepositional phrases. Below is a sample of each type lesson:

Pyramid Exercise	Rhythm Drill	Prepositional Phrases
sit	thinking-drinking	his hand
sitting	Kid Kit is thinking	in his hand
is sitting	Kid Kit is drinking	is in his hand
Biff is sitting	Tug's club	is in his hand.

The control in spelling patterns helped the student to establish a firm foundation in ending sounds like "sh" in wish-fish-dish. They were introduced to words in pairs such as King Kim-Chuck Chipmunk-Chub Cub.

They then progressed to more complex contrasts such as *hit-hut-hat-hot,* which forced the students to explore the contrast of vowel sounds in words.

The program which was used helped the students to progress in patterns of identification and description, from "Nat is a Rat," to "Buzz Bug is a big fat bug." As the children discussed the actions of the different characters, they found it easy to project themselves into the story. When they became this involved, reading the printed word was made easier by the expectation of what would be the logical way of expressing the action that was taking place in the stories. Reading became fun and learning was taking place.

Much repetition must be endured if these children are to learn the basic skills which are so necessary before they can become independent readers. This means that it is up to teachers to adjust reading programs to the needs of the child rather than fit the child into an inflexible program of reading.

We must take nothing for granted when working with low achievers, realizing that what they have learned today, must be taught and re-taught for several years before the skills become a natural part of their knowledge.

One part of the program consisted of listening, reading, and completing exercises. The children had to develop good listening habits in order to complete the exercises with each story. The story was recorded with the last part of it in printed form. At this point the children read along with the record. They were then required to do two work sheets, one on comprehension and one on word meaning. They soon learned the importance of devoting their full attention to the record if they were going to succeed in this part of the program.

Many of our students were merely slow starters and needed this structured program in order to find the success necessary to move forward in the regular classroom situation. Eleven of the students rated at or above grade level on the achievement test given with the entire second grade. These children will be placed in the top and middle achievement level for next year.

Last year every child in the program progressed above their expectancy rate according to a commercial scale of "expectancy." This year twenty-four of the students reached their expectancy rate while six of the students did not rate as high as expected. Even with this rate of success, these children will continue to need all the extra help possible. They will be given extra instruction in reading again next year.

Many factors were responsible for their success. Undoubtedly, they could not have accomplished as much without a good total school situation. The credit for success that they accomplished in the Title I Reading Room was attributed, however, to the fact that the material was programmed to the needs of the student in a structured linguistic approach.

MATCHING READING NEEDS WITH THE PURCHASED PROGRAM

Diana Green, Reading Teacher
Bourbon County School District
Paris, Kentucky 40361

TARGET GROUP: Title I, Grades 2-4

All students in the reading program at both schools served by the reading teacher were functioning below grade level in both comprehension and vocabulary. Since they were already working below grade level, it was felt that all the time available was needed for direct instruction. By using the reading system in which the child's individual weaknesses were pinpointed, the teacher was able to focus precisely on those skills the student was lacking. This prevented wasting time teaching what the child already knew.

The program was broken down into such detail that all reading skills were included. Looking at the test results, the teacher could see right away those skills necessary to teach again. If no errors were made on a certain part, then this told the teacher immediately that the student was ready for the next skill. The skills were tested according to the order in which they should be learned.

Without this program, many skills were skipped over or thought to be learned, when in reality they were never mastered at all. A child might have been having comprehension problems because he failed to master word attack skills. This program gave a definite and thorough breakdown of each reading area, with each skill under the proper area. The teacher was provided with a steady, reliable guideline which allowed each teacher to feel secure in the knowledge that teaching was progressing in a definite direction toward a definite goal rather than wandering off on several vague paths.

The main objective of the program was to pinpoint not just the major weaknesses, such as phonetic analysis, structural analysis, vocabulary development, comprehension, and study skills, but also the many secondary skills under each main area. When these weaknesses were discovered through testing, the teacher could go to materials available in the reading classroom and assist the child in working on his weaknesses rather than wasting valuable time on particular parts he already knew.

The tests were pre-taped so that each was administered exactly. Prepared test sheets were almost self-correcting to save time for the teacher to spend on teaching.

The program of testing helped the teacher to provide more effective instruction in each deficient reading skill. Activities could include reading games, use of many different books, filmstrips, puzzles, worksheets, plays, art work and recording activities on tape.

Not only did the reading teacher work directly on the child's weaknesses according to the evaluation results, but the classroom teacher did, also. The reading teacher gave a particular test on a specific reading skill and gave the classroom teacher a copy of each child's weaknesses after each test.

The program included a booklet listing each reading skill under various book companies and the teacher's manual page number where each skill was taught. The reading teacher could refer to this booklet for the specific book company the classroom teacher used in her reading class. She could then give the classroom teacher the specific page in her manual for reference material to reteach the area of weaknesses for each child. The child, therefore, was receiving a greater chance of learning the needed skills because of this dual approach and the cooperation of both the classroom teacher and the reading teacher.

The students were motivated because they were not bored by having to waste their time working on skills they already knew. Thus, enthusiasm grew throughout the program. The tests were administered with a tape while each student circled answers on the worksheet. They enjoyed the novelty of listening to someone else's voice on tape.

Progress was shown in vocabulary, comprehension, and

total reading. According to the standardized reading test results, the second graders from both schools using this program improved an average of nine months. The third and the fourth grade pupils improved a whole year. Most important of all, students appeared to have gained an improved self-image.

A PROGRAM FOR SPECIAL READING

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Paris Independent School District
Paris, Kentucky 40361

TARGET GROUP: Title I, Grades 2-5

The Special Reading Program at the Seventh Street Elementary School in Paris was funded through Title I, ESEA. The program was geared to those students in grades two through five who were reading 20 percent or more below grade level and had an I.Q. range of 80 or above. If I.Q. scores were not available, a reading free or picture type of vocabulary test was administered in order to obtain at least one measure of ability. The expectancy level was then determined for each child who fell in the 20 percent or below range, and those who were the farthest behind, according to disability and retardation, were chosen. Ten children from grades two through five were selected for each 40 minute period to attend Special Reading classes on a daily basis. They left their regular classrooms and came to the Special Reading room for instruction.

Each spring a survey was taken to determine the number of children who were reading one year or more below grade level, and the results showed that a reading program of this type could definitely be justified. It is believed that it is better to have programs for the younger children and to eliminate problems, rather than to wait until the children are older and need work on a remedial class basis.

The major goal or purpose of this program was that of compensatory education — giving additional help over and above what the students received in the classroom. So it was that each child enrolled in Special Reading also had reading in the regular classroom, but this program was designed to give extra help and provide supplementary activities so the reading level of the child could be raised. Unique qualities of the program were that (1) the curriculum was designed to satisfy assessed needs of the children, (2) small group instruction and individualized help was given to help each child find success and to build confidence, (3) educational objectives were established, and (4) the program was continually evaluated.

The program objective was to increase the reading achievement of students participating in the project .7 months as measured by an appropriate reading test. A pretest was given in September after the children had been selected and the post-test was given in May. Diagnostic testing was administered to each child to determine strengths and weaknesses. Such tests included the word recognition tests, phonics tests, and tests on basic word lists. An informal reading inventory, teacher made tests, an oral reading test, and an auditory discrimination test were available for use as the need arose for certain students. Not all were administered to all students, although they could easily have been incorporated into the program. A teacher support system was used to determine strengths and weaknesses in phonetic analysis, structural analysis, vocabulary development, comprehension and study skills.

In grades two and three, instruction was given from a diagnostic and developmental series with coordinated study sheets. A teacher support system was administered and deficient skills were taught using various materials, such as worksheets, games, and filmstrips. It was apparent that if the basic word recognition skills were not learned in these early grades and a good foundation laid, the child would still be having trouble decoding in the upper grades. Therefore, much emphasis was placed on word recognition skills in grades two and three, with exercises occasionally used to build comprehension skills.

Also, in grades two and three a heavy emphasis was placed on learning the 220 words from a basic word list. Isolated word drill cards and phrase cards were available for the students' use. A chart was placed on the wall with each

child's name; and as the child learned to pronounce each group of 40 words, a "smiley" face was placed by the name. Each group of 40 words was written on individual note cards and held together by a ring. Each group was also color coded. Opportunities were provided for the students to work on the cards. The students were encouraged to use and review frequently those words already learned. When the child learned all 220 basic words, each one could grab from the "Grab Bag," which contained assorted items that appealed to the students.

In grades four and five, the same diagnostic and developmental series was also used with supplementary materials. Word recognition skills were reviewed, but comprehension seemed to be the main needs area requiring concentration here. Teacher-made worksheets about the stories in the readers were constantly used. The students also worked with various materials to strengthen comprehension skills. Vocabularly building was a necessity and a vocabulary test was given frequently over new words learned in the stories. Stars were given for those scoring well on the tests.

High interest-low vocabulary books were in the reading room for the students to borrow and read at home. These included adventure, mysteries, science fiction, and animal stories. An assorted number of paperback books were also available for free reading.

A teacher's aide was employed to assist the reading teacher in running off ditto work, preparing ditto masters, scoring tests and worksheets, working with individual children, etc. She also assisted pupils who were working in highly specialized programs for the seriously retarded readers.

Building self-confidence and self-image was very important in this program. As mentioned above in the goals, each child enrolled needed to find success in whatever the child was doing. Finding work suitable for that child on an appropriate level was most important. Constant, but earned praise and recognition was employed by both teacher and aide.

A scheduled time was worked into the program to give additional help to those students enrolled in the readiness program. There were two first grade readiness classes at the school and each class was scheduled for a 20 minute period to send children to the reading room. Three to four usually came at a time. Emphasis was placed on visual and auditory discrimination, beginning and ending sounds, etc. Close contact with these readiness teachers was important so that reinforcement could be given to follow-up activities in the classroom.

A Special Reading report card was sent home with the regular report card at the end of each grading period. There were no grades given, but an instructional reading level was recorded for each grading period. There was also a checklist of skills to indicate the child's progress. It listed such skills as interest, oral reading, ability to work out new words, comprehension, knowledge of sounds, and participation in class. Also a folder was sent home at the end of each grading period with papers which showed work the child had done. A note was sent with the papers to be signed by the parent and returned. It was felt that parents needed to see what kind of work the child was doing.

Evaluation of the program for the first two years showed that the objectives were met for each class. Not only were the objectives met, but they were exceeded by .2 months to .8 months. Having been in the program only two years, the teacher felt that closer contact with the classroom teacher needed to be established. This was important to understand each child's needs and to discuss what each teacher was doing to help the child. For real success, there must be a joint effort.

Also in evaluating the program, it was found that a systematic method of teacher recommendation needed to be set up. After working with the children all year, the regular classroom teacher would know the children's needs better than the teacher to whom they would be assigned the next year. For this reason, a Special Reading Recommendation form was sent to each teacher so they could recommend students for Special Reading for the following year.

It was felt that the past year was the most successful year since the program was established. Looking back on the experiences, teachers try to improve more each year that follows. One aspect of the evaluation which could not always be measured in terms of test scores, but also cannot be over-estimated, is the feeling of accomplishment the teacher experienced when seeing children really succeed for the first time in reading.

VARIETY — THE SPICE IN READING

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Elizabethtown, Kentucky 42701

TARGET GROUP: All pupils, Grades 2-6

Nearly one-hundred and fifty years ago Sir John Hershel said in an address "Give a man a taste for reading and the means of gratifying it, and you cannot fail to make him a happy as well as a better man." Many times teachers get bogged down in the mechanics of teaching reading or stressing the means to an end rather than developing the taste for reading. Reading classes are the "same old things day after day," just learning new words, doing a page in a workbook, and reading aloud in a circle for no apparent reason. These are typical of the complaints we heard from students about their reading classes. How could the teacher put some spice into the life of a reading program and provide an environment where students would recognize and set goals of their own in an enjoyable situation?

Variety — just hearing this word incited a feeling of adventure. Everyone loves to do something different, to go on vacations, to get away from the usual routine, to see a far-out movie or play, to read an unusual book, or to talk with a new acquaintance. These are some of the things that put "spice" in our otherwise routine lives. This same idea could carry over into the reading program. Skill development is, of course, important but writers and teachers have told much the same story — that skill development comes faster and easier to the student who is rewarded in terms of pleasure and achievement. Therefore, a variety of skill building activities in an individualized reading program seemed to fulfill this objective. This "variety" concept was kept in mind as the reading programs were set up in Elizabethtown's Valley View and Morningside Elementary Schools.

From teacher referrals, students were selected for standardized testing. Accepted into the program were those having the greatest deficiency in reading achievement in terms of the best potential. Even though the goal was for every child to read at the level of his potential, the goal of providing enjoyable and interesting reading experiences was an essential priority. The specific objectives were to diagnose and reteach reading skills, develop listening skills, teach a sight word vocabulary, and instill a desire to read.

The diagnostic instruments were used in this program to diagnose reading skills. A teacher support system formed the basis of the program for determining the student's deficiencies in the following areas: (1) phonetic analysis, (2) structural analysis, (3) vocabulary development, (4) comprehension, and (5) study skills. To determine levels of reading, listening and word recognition, the informal inventories and the word recognition tests were used. Some results of these tests were discussed with students, thereby helping them to understand the rationale for their particular individualized program. By gaining this understanding, the students were encouraged to set goals of their own which increased the enthusiasm for reaching these goals. By providing a variety of reteaching materials and activities such as teacher-made games, skill cards, and pupil record sheets, the program became unique and interesting.

Listening, another communication skill in addition to reading, speaking, and writing, was also developed through various techniques. Rhymes and chants gave children opportunities for freedom of expression and mastery of auditory discrimination. Commercial listening stories gave children an understanding of sequential order, a test of listening for detail and comprehension, and an opportunity to hear a story read aloud by the teacher. Other learning media found to be particularly useful in providing variety in the program were tape recorders, readers, and story tapes.

An adequate sight-word vocabulary was considered essential to successful reading. Commercial word games and teacher-made, sight-word games were enjoyable ways of developing a vocabulary. Taking children on word study

trips and reading words along the way was helpful in building vocabulary. Magazines, newspapers, and labels on products were typical of the sources for reading that were encountered.

With motivation being so important to all reading and especially to remedial reading, the teacher, through personal interest and energy, did much to instill in the students the desire to learn to read successfully. An important part of the program was to inspire confidence and restore status to the child in the eyes of his peers. It ideally lead to the setting of goals. Consequently, the student had to have a definite part in setting goals for his remediation program. Materials were selected and paced to the child's ability and interests so that each experienced continued success. As these goals were established, a feeling of responsibility grew in the children for their own progress. The teacher did everything possible to guide the children's reading programs, but the development of a feeling of responsibility for their own progress was considered essential to the total development of each student. One way to promote this feeling of responsibility and success was found in the language experience approach. Students shared and discussed their own experiences in speaking, writing, and later in reading of those things shared. Another way found was in giving tokens for correct answers, good work habits, sight words learned, or any task performed well. The tokens were later exchanged for candy or an activity chosen by the student from alternatives available.

Children of all levels of ability, even those making normal or above normal progress, benefited from the personal awareness and treatment of specific areas of weakness. In diagnosis, an effort was made to accurately measure specific weaknesses to be familiar with the best available remedial methods and materials. No one method was found to be effective in all cases. All plans had to be flexible. The children needed a mixture of modes from which to learn so each would have more opportunities to learn and retain.

Each child's plan for remediation changed from time to time causing programs to constantly vary and subsequent programs would not be the same as the previous year's. Even though the effectiveness of this program was evident in that the children read more and on the average their achievement goals were reached, we nevertheless expect to re-evaluate our program and redirect our remediation as required. Regardless of the amount of changes made in the program from year to year, the key to the success of this type of program will always be the variety of remediation materials which adds "spice" to a reading program.

PERSONALIZING THE BASAL READER

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TARGET GROUP: Grade 3

The framework of personalizing the basal reader is simple and must be kept flexible. First, compile an individual folder for each child including:

— a checksheet for record keeping of individual conferences (sample shown in figure 1);

— a skill checklist (such as those provided in the basal series);

— if needed, some writing practice, skill practice, reading exercises, and comprehension work;

— the time of the day or week for each child's conference, if this much structure is required.

Second, during the individual conferences the teacher:

— records date of conference and pages read in basal;

— checks all workbook pages and skill work completed;

— helps the child decide if any work needs to be redone, if any additional, specific skill practice is needed, and the activity or work needed for the understanding of another skill;

— discusses the material read with the child to determine the level of comprehension;

— gives help with any new words, if needed;

— determines with child if material should be reviewed; and

— frankly commends the child's positive accomplishments and gives encouragement in needed areas.

As stated in the *1962 Association of Supervision and Curriculum Development Yearbook,* the lack of consultation and involvement is the cause of a continuing war between teachers and learners. Furthermore, the classroom needs a cooperative atmosphere that promotes responsibility in the learner and delegates reciprocal respect.

This self-designed method of using the basal reader has been possible because of an administrative staff which allows teachers the freedom to be themselves and which encourages experimentation in seeking better ways of working with children.

The program objectives are as follows:

— to provide cooperative planning,

— to promote self-evaluation,

— to accept personal responsibility for learning, and

— to encourage learning to the extent of individual ability and for personal enjoyment.

Major activities for each are:

— individual reading conferences,

— individual and group skill instruction,

— coordinated creative writing and art activities, and

— oral sharing of self-chosen library books.

Evidence of the effectiveness of this reading practice is:

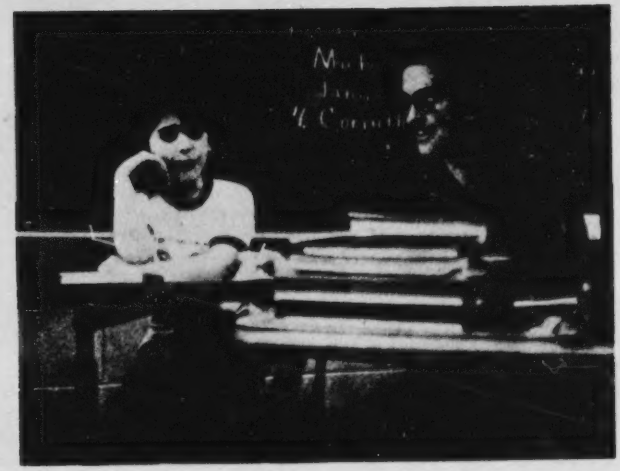
— the growth toward honest self-evaluation,

— the acceptance of inadequacies coupled with the desire to improve,

— the contentment of self-acceptance,

— the security of self-direction and responsibility, and

— the reading of library books for pleasure.



CONFERENCES

Date	Pages Read	Comprehension	Skills	Skills Group	W. B. Pages	Writing
(Example) Sept. 3, '75	35-50	Good, 35-44 Reread, 45-50	Prefixes un, re	(If needed) Tues. Instruction and Worksheet	7, 8, 9, ⓫ 11, 12	Needs help (f)

*⓰ Make Corrections

Figure 1

A Sample Checksheet Used for Individual Record Keeping in Pupil-Teacher Conferences.

A MULTI-MEDIA APPROACH TO INDIVIDUALIZED READING INSTRUCTION

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TARGET GROUP: Grades 1-8

For students to progress in reading, they should be instructed with belief in their ultimate potential to become good readers. The potential of the children of St. Anthony School, Bellevue, Kentucky was at least partially assessed using a reading survey test and teacher recommendation. The children were then assigned to skill level groups that were flexible to permit movement from one small group to another as the progress level changed. Any child, feeling he is not succeeding, could request transfer to a lower level. Within each reading group, specific skill groups were formed to allow reteaching or reinforcement of particularly weak skills. Some children having greater difficulty were sent daily to the reading specialist employed by the school.

The accelerated students need challenging to keep them working at optimum levels, continuing to reach out for more knowledge and discovering themselves, rather than simply accepting what is told to them. They interact with fellow students in group work in such simple ways as helping one another to understand a question (Children can often explain to another child that which the teacher cannot). A constant teaching and learning situation exists in this type of classroom environment which invites pupil participation as aids in their own classrooms or as aids to other teachers.

Average students require consistent opportunity to advance. Their program, though structurally based, is far from being regimented. These children are always encouraged to reach out for more knowledge.

Slow learners must experience interesting situations with which they can cope if they are to be encouraged to learn. An interest inventory was administered to these children. Information was gathered about the child's family, his likes and dislikes concerning school, types of entertainment liked, books enjoyed, personal pleasures and displeasures, and goals set for life. After analyzing this information and the results from the interest inventory, a conference with the child was held to plan a program consistent with the child's interests and needs. The child with learning difficulties worked daily with the reading specialist. This child generally has normal mental ability, but has trouble in one of the areas of reading such as decoding, phrasing, interpreting, inferring, getting the main idea, following directions, following sequence, understanding the context, recognizing sounds, etc.

Every teacher keeps a diagnostic checklist on each child. The checklists may vary, but all diagnose the reading skills involved in word attack, comprehension, interpretation, vocabulary, oral as well as independent reading, and study skills. These skill areas points coincide with learning areas listed on their report cards.

The reading program was designed to provide opportunities for students to develop necessary skills, as well as healthy attitudes for reading. Attitudes toward reading, beginning with the interests of the child, are developed through telling a story from a picture, through participating in field trips with opportunities for follow-up discussion, and through volunteer research using reading skills previously acquired. As one progresses from one stage to another, healthy attitudes naturally accompany attainment of the end product. The student soon reads not only pictures, but also words with increasing understanding about what is read.

Provision is made, through a levels program, for each student to advance in relation to his ability and performance. Each grade may have as many as two, three, or more levels as instruction and materials are fitted to the needs of the individual child.

The teacher works with large groups, small groups, and with individuals to facilitate the attainment of skills in communicating accurately and effectively in listening, speaking, reading, and writing. The communication skills are of the

utmost importance in each child's life. Through and with them, good as well as bad attitudes are formed. Teachers at St. Anthony strive to instill consideration and understanding for others through listening, speaking, reading, and writing by examples encouraging two-way communication involving teacher to child and child to teacher communication.

Effort is exerted to develop a better understanding of the importance of education for the preservation and improvement of the democratic way of life. Education is not simply a process of studying textbook content; the child must also know personally why he is in school. What value or good does reading, writing, and arithmetic share in his future? How can these skills preserve and improve the democratic way of life? What is the democratic way of life? These questions and many more are answered as the students acquire and master the communication skills of listening, speaking, reading, and writing.

A full time reading specialist consults with teachers and students in all areas of reading development. Special instruction is provided for those children from grades two through eight who require special work in reading remediation.

Library work is encouraged not only by the classroom teachers, but also by a cooperating librarian. The library shelves are filled with the latest books, many of which were provided through the direct efforts of the pupils. Not only are the books kept up to date, but a current vertical file and audiovisual aids are readily available as well. One child who had won two sets of encyclopedias donated one set to the library. The upper grade children have formed a work committee to help the librarian. All the children love going to their library for they do regard it as truly their own. Something is always happening — story time, films, or student displays. The librarian who aids the children in every way possible is regarded as a friendly helping person who makes reading even more fun.

Numerous texts supplement the basic text in each grade level. Each level or individual child uses the text and materials that fit his needs. Some textbooks are used for supplementary work, for reinforcement, or simply for pure enjoyment. A record is kept by each teacher of the texts and materials used by each child during the year. This is given to the child's teacher the following year to provide articulation and continuity in each child's individualized program.

The students encounter specific learning experiences through many forms of media. A controlled reader, a filmstrip machine, paces the rate of reading. Following the silent reading of the film, comprehension is also checked. Students correct and grade their own work and plot their progress on graph paper provided for this self-evaluation by students. A look at this immediately tells both the teacher and student what has or has not been accomplished. A conference is held after two or three stories have been read to discuss the student's progress and to diagnose the difficulties. The teacher and student then plan the best strategy to follow to continue or improve that progress.

Reading labs using commercial packages are used on an individual basis. One lab consists of a pretest, story cards or power builders, rate builders or timed stories, and listening skills. A comprehension check follows each exercise. This is also corrected by the student and recorded on individual record books. Another lab consists of story cards and comprehension checks, phonetic wheels, basic word cards, games to recognize the basic words, two workbooks, and novels with high interest and low vocabulary.

Filmstrips are used that illustrate a story narrated on records or cassette tapes. These materials adapt to groups' or individual's use. A student wishing to view a story again may do so in the library. For example, *Call of the Wild* can be used to introduce the novel or as a follow-up review of the story.

Educational games are available to all children. Time is arranged each week for learning through play. The lower grades dwell more on games of basic skills, but they also participate in games of coordination and role playing. The upper grade games become more challenging and sophisticated. Children are permitted to bring games from home and share with others.

Children's magazines are received in the library regularly, in addition to sports magazines and professional periodicals for the teachers. Each week every child receives his own newspaper which is used as a class project.

In addition to the commercial materials used, the teachers and students create many learning devices and games to fur-

ther adapt reading activities to satisfy individual pupil needs. These challenging activities actually provide reinforcement of specific skills and can be used as advanced work for the better groups. "Challenge" activities are available on all levels of learning from grades one to eight. Often children can help in assembling the materials for the many challenge rounds.

Reading for the students at St. Anthony's School has become a thinking process. This process of organized thought focuses on the concepts of communicating, preserving, and improving the democratic way of life while developing listening, speaking, reading, and writing skills. Therefore, children in this reading activity program have shown that they can progress faster in acquiring the basic reading skills while becoming not just people who can read, but also people who do read.

FOCUS ON UNDERACHIEVERS

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TARGET GROUP: Title I, Grades 4 and 5

Why don't all teachers use the method developed by this teacher? It is absolutely successful and causes all previous practices used by educators to be considered worthless. The secret of this new method lies in the fact that it is so simple and perfect and it requires very little work and preparation on the part of the teacher.

It would be wonderful if the paragraph given above were true, but regretfully it is not. Up to the present time, there has not been a single method discovered that will serve in every instance. One must weigh everything that has been offered in the field in the past, decide which can best be used to meet his particular needs, readjust, and supplement in all necessary situations. Educators, as well as scientists must rely on appropriate and useful discoveries of the past. It is common knowledge that time is wasted when the scientist goes back and rediscovers those facts that have already been proven. Why shouldn't this apply to education? We believe it does and it is.

It was found that many children were not developing in reading at the rate that should be expected. Since these children showed indications of normal intelligence, why couldn't this problem receive concentrated effort? The goal of this program was to attempt to bring the reading level of the participants to the expected reading level of the pupils in the total peer group. The reading levels of those in this disadvantaged group were obtained by administering objective tests. The teachers, co-ordinator, supervisor, and administrators interpreted these tests. After the tentative reading levels were determined, reading materials were found in the interest areas of the pupils. The teacher did not depend exclusively on the basic text, but used audiovisual aids, games and skills booklets, and similar aids whenever it was deemed necessary.

At the end of the school year, these children were tested along with the pupils in regular classroom situations and it was found that their average gain was on the same level as the other children of the same grade and chronological age.

The effectiveness of this program was made possible for many reasons. The size of the classes was limited to fifteen, but was usually kept to around ten. This gave the individual instruction technique an opportunity to exhibit its worth. The plans were well-organized each day which gave the children the feeling of confidence in themselves and their ability to do the work. After the children analyzed their own reading skills levels with assistance, they defined their own weaknesses and strong points. They were allowed to progress at their own rate of speed as they attacked those areas of weakness and emphasized their strengths.

In the opinion of this writer, the fact that children were made to realize their own importance and worth gave them the incentive for improvement in their reading ability. Indeed, this was the goal of the program.

A SELF-STUDY TO GUIDE THE DEVELOPMENT OF A READING PROGRAM

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TARGET GROUP: All pupils, Grades 1-8

The reading program at Clark Elementary School, located in Eastern Kentucky at West Prestonsburg, was initiated and funded through the National Right to Read effort of the United States Office of Education. It was planned as a three year activity to develop the school's staff and program so that ideas could be duplicated and multiplied in the region and state.

Before the program was established, a very thorough "needs assessment," or self-study, was conducted by a "unit task force," composed of some of the school's teachers and parents with central office representatives assisting. This group was guided through the assessment process by technical assistance personnel provided by the Right to Read office.

By reviewing data collected through the needs assessment, the unit task force was able to propose goals for the program which were directly tied to documented weaknesses found in the school. These weaknesses were classified into categories of critical, important, and desirable when goals were written, in order to emphasize those areas that needed immediate attention, and at the same time, keep those areas in mind which would be incorporated as the program moved from the initiation phase into the implementation and evaluation phases.

Strong points were also noted in the study. They were built upon and used as a base for encouragement for the different ideas and procedures the school would soon begin to use.

From the study of both strong and weak points, the following general goals were established:

Critical

1. Students will become self-directed individuals.
2. Students will improve in the use of communication skills.
3. Parents will support the project.
4. The school staff will improve its capacity to work more effectively with children as individuals.

Important

1. Students will correlate vocational requirements with reading skills development.
2. Students will demonstrate increased socialization.

Desirable

1. Students will improve reading rates.

These broad goals brought to the attention of every staff member, parent, and student what the program would attempt to do. The unit task force would function as an administrative group which would evaluate, revise, and state progress or lack of progress in terms of these goals as the program advanced.

In order to accomplish more readily some of the goals set, certain physical aspects of the relatively new school building were altered. The six primary grade rooms were combined into 3 larger areas by removing common walls, thereby allowing more favorable conditions for team teaching, grouping and regrouping of children (based upon need), and flexibility of movement for both students and teachers. Carpet was installed to reduce the noise level (children are not required to whisper), and tables/chairs were purchased to enhance the movement of children into grouping situations deemed desirable by the staff. To accomplish these goals in the upper grades, children move across hallways and around doorways to work in groups.

The library was moved and doubled in size to accommodate the anticipated increase in student activity. It was planned that it would become the hub of the school for both students and teachers as the concept of a media center was developed. When completed it would be zoned into areas for large groups, research, individualization, and relaxing — and a work/study area for teachers.

Vivid colors have been added, and "red tape" to get books and materials checked in and out has been cut. Children now use the center in groups or as individuals, based upon need.

The loss of books and materials from the center over previous years has not increased, in spite of the fact that both the media center usage by pupils and teachers has increased tremendously and the services provided by the media center have multiplied since it has become more than simply a library of books.

Needed equipment and supplies were purchased to support the program goals. Even though the school had several pieces of equipment, a few more were purchased to make it more convenient for teacher use, and at the same time, to be available for individual student use when needed. In addition to these, a few more pieces of specialized equipment, ranging from phonographs to tape players, to duplicating and laminating machines, were also purchased. Every staff member participated in in-service activities regarding the uses and correct operating procedures of this equipment. Teachers then instructed children in equipment use when needed for individualized projects.

Because the school did not have adequate supplies to meet program goals, several additional items were purchased. These ranged from small game items to larger programmed items and kits. The complete "backup" materials and management system for the basal reader series was also purchased. Complete staff in-service was provided to cover each supply item with which the teacher was not already familiar.

Staff in-service has been one key to the successes in the program. Approximately 15 weeks of on-going, planned, in-service and workshop activities have been finished since the program began. It has involved the total school staff, and was geared to meet their specific needs as related to program goals. University credit was granted for some of the activities completed.

The staff has been assisted and supervised by Right to Read technical assistance teams through periodic visits, where good ideas were encouraged and poor ones discussed and improved or eliminated. Other valuable in-service was provided through school visitations. Several "successful" programs outside the region were visited by the staff to gather ideas and contact consultants. The result has been that many good ideas have been introduced into the program.

Students were enrolled in the 8 grades of the school by grade level; but most instruction was done across grade levels, depending on the diagnosed needs of each child. When pupils' needs were found to be approximately the same, groups were formed for instructional purposes.

Much emphasis has been placed upon skill development outside the formal class activities, and time has been allotted for it. The teacher kept an updated checklist of each student's needs and with the pupil, planned a skills development program with emphasis on reading.

Teachers were trained in how to use games, gimmicks, and other "fun" activities to develop reading skills. They constructed many of the materials that were used with specific groups of children, based upon diagnosed needs.

The complete reading program evolved from the group to the individual, through diagnosis-and-prescription-type approaches using the basal reader, programmed materials, and teacher-made materials and supplies. Several tests and teacher observations determined the needs of the individual student. Group pretest and post-tests determine reading progress or continued weakness in reading skills. This instruction fit into a very flexible schedule for all reading instruction which covered all grades and all subject areas. All teachers were responsible as "reading" teachers.

Much local publicity was given the program to keep parents informed.* Several parents volunteered time at school to work with students in special areas such as typing, sewing, choral singing, and tutoring. The emphasis in each area was on reading. (Several older students tutored younger pupils also.)

The school completed its second year with the new approaches (third year of funding), and test results were decidedly more positive than at any time in the school's 10 year history. This was true of both academic and student attitude measures. Staff morale was quite high, and much

*School visitations were invited and may be arranged at any time by contacting Mr. Woodrow Allen in the Floyd County Central Office.

enthusiasm was evident when teachers and students were visited in their rooms. Many favorable comments from parents in the community have indicated not only the success of the program, but also the continued interest of the parents in a school endeavor in which the parents felt a shared responsibility.

CROSS-AGE TUTORS: REINFORCEMENT THROUGH TUTORING

Sister Mildred Mae Rueff, St. Columbia School
Louisville Diocese
Louisville, Kentucky 40212

TARGET GROUP: Pupils reading below grade level, Grades 1-8

Tests showed the children were below the expectancy level in reading and teachers said the children needed extra help. Cross-age tutoring was established to raise the reading level of these students. Another important purpose was to enhance the self-confidence of many of the students. A unique quality of the program was that, after testing all the students in the program, we paired the older children (grades 5-8) with the children in grades 1-4. The pairing was based on the requirement that the older child's reading competency was at least one year above that of the child he was tutoring. In this way the older student was reinforcing his reading habits and vocabulary and at the same time teaching the younger pupil. This was done on a one-to-one basis.

The objectives were to help the younger student reinforce the skills he had learned in the classroom by working with someone just a little older than himself. The older student acquired a sense of responsibility by planning the lessons he presented. The older child was inspired to do more reading and, by teaching a younger child, he could pick up some of the reading skills he lacked himself. The tutor's major activities were (1) to plan lessons, (2) to present lesson plans, and (3) to prepare reading lessons in such a way as to be able to ask questions to test comprehension.

The older students reported each week at the group sessions on their progress and recommended a change of text if they felt one was too difficult or too easy. The younger students seemed to be reinforcing the vocabulary. The first graders learned their color and number words in addition to their ABC's. The most gratifying result was to see how seriously the upper grade students took this responsibility and how it developed self-confidence.

CROSS-AGE TUTORING IN READING — INVOLVING THE SUPERIOR PUPIL

Mary Lou Rafferty, Taylor County Elementary School
Taylor County School District
Campbellsville, Kentucky 42718

TARGET GROUP: Superior pupils in Grade 8 with Title I pupils in Grades 3 and 4

There were many children in our school with normal intelligence whose reading levels were one, two, or three years below their grade levels. Because these children had experienced very little success in learning to read they had become discouraged and, in many instances, they had stopped trying. Because these students were of average or superior intelligence, it was felt they needed something extra.

With the cooperation and support of the superintendent, principal, and classroom teachers, the reading teachers were able to engage professional help to train a group of superior eighth year students who would be used on a one-to-one scale to give help to each of those lower grade students not reading as he or she should be. The tutors were trained to help their students by using a highly-structured method of teaching, combined with a multi-sensory approach. Multi-sensory included more than the mere use of the senses of hearing, seeing, and speaking, but also sense of touch and kinesthesis (sense of large muscle movement in space). For example, the student would write with his finger on sandpaper while spelling orally as he wrote. Thus, the learner saw, touched, heard, spoke and felt the movement of his arm as he wrote a word.

Each student was tutored by these older trained students either four or five times a week from 45 to 60 minutes. Some parents requested the tutoring for their child during the summer. This tutoring was arranged by a reading teacher who was familiar with the program. During the summer some tutors were paid by the parents of the students, but during the regular school year the tutors did not receive pay. Some tutors stated that this was the best part of their school day, others thought these experiences helped them to decide either for or against teaching as a career.

This program, now in its third year, was started with 12 students. The program now has 42 students. Last year 31 students in the program showed an average gain of 1.2 years in reading. Since the tutoring program started, students have made gains of as much as 3.0 years in one school year. Because of this increase in reading skill and the smiles seen on the children's faces when they realize they are finally learning to read, the program is obviously a very worthwhile endeavor.

ORGANIZED FREEDOM IN READING LEARNING CENTERS

Geraldine Padgett, Taylorsville Elementary School
Spencer County School District
Taylorsville, Kentucky 40071

TARGET GROUP: Title I, Grades 4-6

This program was implemented in a schedule of eight periods, each lasting forty-five minutes a day, with seven to ten students in each class. It could easily be adapted to any schedule, however. The primary aim of the program was to increase the reading level of each pupil by five months.

The teacher was responsible for organizing the materials in the room into learning centers. Pupils' diagnosed needs gave direction to the content materials and focus of the learning centers. The student was given the freedom to choose an activity from his assignment sheet containing ten to twelve different learning experiences that would improve reading deficiencies. The assignments ranged from skill building lessons, phonics lessons, tapes, and records to reading from basal series. Easier activities were also included, such as coloring the picture on the assignment sheet, free reading, and word collages. The student came in each day and found his folder; he then decided on which alternative activity he would like to do from those listed for the day. The children learned after a few days in the room where things were located and how to use them. They were given fewer choices at the beginning of the year to avoid confusing them.

The student kept all of his own materials in his folder. The teacher had the option of checking the students' folders each day, once a week, or even less often.

This type of program allowed the child to choose his own rate of progress and the activities he wished to do each day. Most children worked extremely well with this type of program; however, there were a few children who were not used to and could not handle this type of freedom. This problem was easily overcome when the teacher allowed a little extra time with these students at the beginning of class time. The teacher suggested activities from the pupils' sheet, helped pupils make decisions and saw that he found his materials and began work.

The program worked very smoothly for the teacher and the student when the planning had been carefully done in advance. The teacher needed to have several different assignment sheets ready in advance so that when a student finished one, he could move on to the next one without waiting for the rest of that group.

When a child finished an assignment sheet (which usually took about one to two weeks) he was rewarded by being allowed to play games, work puzzles, or to get something from the "nothing to do box" (which was a box full of learning activities to supplement the regular class work). The box contained cartoons, games, puzzles, riddles, jokes, word searches, interesting facts, art projects (coinciding with books to read), and coloring pages. The student could also elect to continue with the next assignment sheet. The "nothing to do box" also proved to be very useful to the teacher when it was necessary to be temporarily out of their area and could not assist the pupils in their regular work. They knew that there was always something in the room to do and it was something they always enjoyed doing.

SPECIAL READING LABORATORIES

Barbara S. Gabbard & Maudie Cornett
Owsley County High School
Owsley County School District
Booneville, Kentucky 41314

TARGET GROUP: Title I, Grades 7 and 8

Owsley County High School, Booneville, Kentucky, was the setting for two successful reading laboratories which served seventh and eighth grade students. These laboratories were directed by Miss Barbara Sue Gabbard and Mrs. Maudie Cornett under the supervision of Mrs. Martha D. Turner, Title I Coordinator. Title I ESEA was responsible for the funding of these programs which served children reading one or more grade levels below their age-grade placements.

Evidence of need by these students was determined by various means. The most important factor was the score made by each student on the reading tests. Also, recommendations by previous instructors who observed poor reading skills exhibited by their students was a deciding factor in selecting the program participants. Each reading program had six individual classes a day and each class had not more than 15 participants; therefore, the combined programs served approximately one hundred and fifty pupils.

The reading program at Owsley County High was set up each school year with certain goals in mind. Some of these goals included using methods and materials which would improve individual reading skills and insure maximum growth, adjustment, and development of each student. The goal was also set for each student to gain an average of 1.8 grade levels in the reading comprehension skills during the 9¼ months of the school year. The instructors in this program had set as their major goal to focus instruction on the individual child and his reading problems instead of a mass group of children. In attempting to achieve these general goals, this program was constructed with the idea of building realistic reading units around areas of pupil interest and areas relevant to the junior high pupils. Also, this program attempted to organize all reading materials available around those large units of instruction. Some units included such areas as drug education, good citizenship, and career education. In these programs the instructors attempted to use not only the usual equipment found in the reading room, but also any available books, pamphlets, resource persons, filmstrips, educational television, films, short excursions and any other available resources. Perhaps the most useful resource in this program was the library which proved to be most helpful to students involved in the programs by providing much of the materials related to the selected unit topics. The librarians provided supplementary materials and media to fully develop the units. Above all, the program tried to permit each pupil to participate in many interesting first-hand learning experiences. The motto of the Owsley County reading program was "Involve the Learner."

The reading program did have specific teaching objectives which are enumerated as follows:

1. Each student will attempt to gain an average of 1.8 grade levels in reading skills during 9¼ months.
2. Each student will become more familiar with reading for pleasure.

As the 1973-74 school year ended, the evidence of the success of the junior high reading program became apparent. There was marked improvement in the daily reading skills and vocabulary usage. A post-test given as a follow-up showed an improvement of 1.7 to 2.1 grade levels in a period of 9¼ months. Improved motivation was made evident by the improved daily attendance of participants. All of these things pointed to the fact that the effectiveness of the reading program at Owsley County High School was significant.

LET'S ALL READ

Marian Vanderpool, Newport Jr. High
Newport City School District
Newport, Kentucky 41071

TARGET GROUP: All pupils, Grades 7 and 8

A lawsuit by a high school graduate who could not read was filed in a California court. Educators across the country were shocked. Article after article has been written on the "Johnny Can't Read" theme. The Newport Junior High testing program each spring brought the above facts close to home. Our seventh and eighth grade students did have reading problems.

Tests showed that 90 percent of our seventh grade students were reading below grade level. Approximately 50 percent were two or more grade levels behind in the reading comprehension areas tested.

For the past two years this school has been seriously working on the development of an in-depth reading program for all students. The pilot study began last year with the involvement of two reading specialists and several classroom teachers. Two full-time reading specialists and two full-time reading teachers were eventually added to the program. The program now is a thirteen week, one hour per day, intense reading improvement instruction for each child in the seventh and eighth grades.

The goal of "Let's All Read" was to help each student to increase his reading skills, to develop his vocabulary, to increase his reading speed, and to help him discover and appreciate reading for pleasure.

The reading classes were homogeneously grouped — at least within a loose-structured framework. Various types of teaching materials were used to meet their many needs. Reading laboratories were in constant use. A textbook to improve reading was used extensively by the eighth grade teacher, especially with the better reading groups. This text presented a lesson a day for reading improvement.

One state-adopted text series was a favorite with the low-level students. The contemporary stories were interesting and yet the reading difficulty level was geared down so that these reading students had little difficulty.

The tachistoscope (the children called it "Flash") was a lesson activity found to be effective with the low-level classes. Word-attack skills, phonics, comprehension tests, and all of the conventional type reading skill practices were interwoven with actual reading. Along with this, however, some real group participation activities proved most successful.

One reading project coordinated the reading program of four low-level reading classes in the seventh grade. All of their subject area teachers had joined the project when they staged a Mardi Gras. Murals were painted; signs were made. Students became involved in reading to learn all about the Mardi Gras. The school became New Orleans, and the halls became the avenues. The classrooms were transformed into the Bajou Theater, a Creole Restaurant, and a fortune teller's abode. For a day the theater showed "flicks," the restaurant served snacks, and a fortune teller gazed into her crystal ball. On this day, the rest of the school was invited to come to see and participate. Everyone went to the Mardi Gras.

Skits and short plays have been produced and numerous "productions" were performed between chosen classes who exchanged programs. One reading teacher adopted the practice of having the students exchange help by working in pairs — a better reading student acting as "tutor" for the student having trouble.

A motivation lesson for some reluctant readers evolved when the teacher took the class for a field trip to explore the school community. Upon returning to school they discussed all of the reading experiences they had during this trip. Several actually found reasons why they needed to read better.

The other subject area teachers, as evidenced in the Mardi Gras, helped to correlate their areas with the reading pro-

gram. Social studies vocabulary was used for a work-attack practice. The math teacher obtained help from the reading teacher when story problem units presented difficulties. The public speaking instructors provided direction and scheduled oral book reports for their classes.

When students leave Newport Junior High each will have had twenty-six weeks (five hours per week) to really work on improving reading skills. Also, those with serious reading problems will have had continuous remedial instruction from the reading specialists.

Students in this reading program after the two junior high years will have been (1) provided opportunities to further develop necessary reading skills; (2) helped to develop reading skills necessary for studies in science, mathematics and other content areas; (3) encouraged to experience reading for enjoyment; and (4) encouraged to regard reading as a practical skill necessary in everyday life situations.

As previously stated, the total school population has been in the program just one school year thus far. We are most anxious to learn what reading growth can be shown as the testing results are returned for the next several years.

Those students who participated in the experimental program during the past year showed an increase in the use of the school library and a more positive attitude toward reading. Too, when they were engaged in the reading activities, noticeably less discipline problems were arising in the classrooms.

Those who have completed the thirteen-week reading program are showing reading improvement in their content area subjects. It has been very evident that the teachers' and students' attitudes have been most positive toward the program.

A LIBRARY CAN BE A PROBLEM SOLVER IN AN ADAPTATION OF CROSS-AGE TUTORING

Mabel Jones, Mt. Sterling Independent High School
Montgomery County School District
(Formerly Mt. Sterling Independent District)
Mt. Sterling, Kentucky 40353

TARGET GROUP: Middle school pupils reading below grade level

An acute problem facing the educator is the number of students who read more than two years below grade level when they reach the junior high level. Numerous materials advertized as high interest-low level, attest to this widespread concern. Several factors affect the students' response and account for their records: poor attendance, lack of parental concern, an emotional or physical handicap, a frequent change from one school district to another, or slowness in mastering fundamental skills.

There are two schools of thought concerning the junior high reader who is well below grade level. One believes that such students can do little more. The other affirms that as long as the student remains in school, there is hope. The latter is particularly true in the instance of the student with the poor attendance record. If encouraged to attend regularly, he has the advantage of daily skill practice to reinforce those skills partially learned. The student who is slow in mastering fundamental skills also needs encouragement. The pupil-teacher ratio in the reading class permits more individual attention and direction.

Encouragement plays a significant role in working with such students. In some respects a class is like a football team. The cheerleaders and fans "whoop it up" for great blocks, wonderful kicks, long runs, and touchdowns. The bench, who all week have been the planks to help support the team on the field, are now just so many splinters to the spectator. Likewise, praise goes to the students who read fluently, speak acceptably, volunteer quickly, and initiate ingeniously. The less capable student sits and watches. He, too, has something to offer, if given time and attention.

One eighth grade boy, reading on the primary level, learned through his sister that the first grade had a weekly story hour in the library. He and two of his friends requested that they take part in reading to the group. The reading teacher immediately contacted the elementary librarian, who readily agreed to the plan. Since the story hours occurred at different times on Tuesdays and Thursdays, teachers in junior high social studies, mathematics, and science graciously consented to permit the boys to use a portion of their class periods for this project. However, one prerogative was exercised — the boys had to be present the entire period on test days, and they were required to notify the elementary librarian that they could not read that hour.

From the response of the story hour audience, the boys apparently performed well. One child asked her father if he thought she would grow up to read as well as one of the boy readers. Others in the group asked for the boys' autographs. There developed a real camaraderie between reader and listener. So much so, that the boys asked to have a Halloween party for their little listeners. The boys used their own money to buy refreshments and balloons for some of the games they had planned, measuring out their goodies equally into trick or treat bags for ninety children. The happiness generated by this party on both sides led to the planning of a Christmas party at which the boys also included a small gift for each boy and girl.

Other valued outcomes have been derived from this project. One boy who previously hesitated to express himself in the classroom became the first to volunteer to read orally. Another, whose attendance record was spotty, began attending with more regularity. The third member of the team took more interest in his future and began planning his high school course of study. Other teachers reported they noticed improvement in their classes also. More importantly,

perhaps, than the 2.0 average gains these three made on their CTBS scores, was the relaxed, happy aura surrounding the new self-image of these students now knowing they could achieve, and they could serve their school community.

RELUCTANT AND PROBLEM READERS IN THE MIDDLE SCHOOL

Lillian Harris Dale, Reading Teacher
Southside Middle School
Paris Independent Schools
Paris, Kentucky 40361

TARGET GROUP: Title I, Grades 6-8

"An ounce of prevention is worth a pound of cure," "to nip it in the bud," or "a stitch in time saves nine" are all old sayings that might be applied to the course of action taken in the Reading Laboratory at the Southside Middle School. This was a Title I compensatory reading program geared to the needs of the problem and reluctant readers.

In checking the reading scores of children in this school, it was found that some of the children with average and above average I.Q.'s were reading well below their grade level. This was in no way, a reflection on the reading program in the school. These children just seemed to be like a new car on a cold morning, a bit hard to start, needing some coaxing and a warm-up period before hitting the road.

One hundred and fourteen children were chosen from the sixth, seventh, and eighth grades to participate in the reading program. The following factors were used in the selection of the students: scores from the previous spring achievement tests which showed, in most instances, that the child was reading twenty percent below grade level; teacher recommendations; and the most overall potential to improve. The I.Q.'s of the chosen group ranged from 132 to 79 with the median of 97. The following shows the median reading scores of the children chosen:

6th grade	4.9
7th grade #1	5.2
7th grade #2	4.3
8th grade #1	6.1
8th grade #2	7.4

As in most situations choices had to be made, so with the above in mind the most important facet of the reading program to be developed with these young people seemed to be comprehension. It was determined that a realistic goal for the target group would be an average gain of seven months. A test was selected to be used in the Reading Laboratory to determine reading levels for both pre- and post-evaluation.

There were approximately twelve students in each class who came to the Lab five days a week for a 45 minute period. The sixth graders came every day for one year, but because of scheduling, the seventh and eighth grades came for a broken semester — nine weeks in the Lab, out nine weeks, and back for nine weeks, or eighteen weeks altogether.

As the students started coming to the Lab, much reassuring and motivation had to be done, as some perceived pressure from their peers. They initially felt set apart or possibly labeled themselves "the dumb kids." Being chosen for the Reading Lab certainly wasn't the same excitement as being chosen for the football or basketball squad. It was a constant effort on the part of the teacher to help the students feel that this could be an experience to improve their reading skills just as a golfer practices many hours to improve his score — which after all is the name of the game in either case.

As the Reading Lab was strictly geared to the individual needs, the first thing to be done was to give the students a survey of the many choices they would have using various materials which were listed.

A folder was then given to each child with a list of the available materials and books indicated to be used for each child's level of reading. The actual reading score was seldom told to the child, but this did not seem to upset the pupil who understood his range of reading competencies. After a reasonable length of time observing the student, if the material was found to be either too hard or too easy, it was immediately changed. The folder also contained a sheet showing date of work started, type of work, finishing date, and points gained.

It was soon found that the students enjoyed working on an individual basis and at their own speed with very little direction from the teacher after the initial conference for goal setting and daily instructions. The Lab was really a place to "do your thing."

As each student finished his work, the work was checked by the teacher or the teacher aide in the presence of the student, but, if the folder had to be left to be checked after class, the student was called to the checking table the next day and the necessary corrections were discussed in the pupil's presence. This was the time that help was given with vocabulary, pronunciation, or other problems. It was always stressed that correct answers were great, but that mistakes were a natural thing and that to find out why the mistake was made was the important thing. It was during these discussions that both the child and the teacher often had rewarding experiences. When a child's face lighted up from an explanation and said, "I didn't know that; but now, I understand," there was a real feeling of satisfaction. It was during these discussions that justified praise could be given, and what better motivator is there than justified praise?

As grades were not given, there had to be a motivating factor and the following seemed to work. The idea was very similar to the "M and M" experiment. Every student had a card on the bulletin board with his name on it, and as he gained 50 points, a star was placed on the card. Points were gained for each correct answer and for books read, plus half points for making the necessary corrections on their own the first time, and double points for outstanding effort were also given. Stars were never given until all work was checked and corrected. At the end of each nine weeks grading period, the student who had the most points received what was considered to be a worthwhile reward for him. The students often challenged each other to see who could have the most points. Another type of reward for the most points was found to be a real motivating factor. As 150 points for the sixth graders and 200 points were gained for the seventh and eighth graders, the student was given a free day in the Lab with the following choices:

Study period
Read a book (their own or a choice from the many books in the Lab plus the many paperbacks available)
Listen to a record from the Lab
Go to the library for research material
Work puzzles (reading)

As each nine weeks grading period closed, the folder was sent home showing a record of the work finished. The teacher either wrote comments on the folder or sent a letter to the parents with information regarding the child's progress. The folders were returned signed by the parent and kept in the Lab. Conferences were scheduled with parents when necessary.

Continuous evaluation was necessary through standardized tests, teacher-made tests, word tests, conferences with homeroom teachers, and conferences with the student to help him to evaluate his progress. Success was not always easily measured, but the following seemed to provide tangible results. Teachers said that certain students had improved in certain subject areas and felt that the experience in the Reading Lab had been a factor in their improvement. Some children obviously had gained self-confidence and a better self-image of themselves. Some parents said that their children seldom read a book before, but with the experience in the Reading Lab, they were now really enjoying books. Perhaps the best proof was in the post-test results that indicated the average gain of 1.1 years for the children in the Lab.

It would be presumptuous for anyone to say that success was met by all students but the following is a story that happened at the Honor's Day Program. It was stated early in the year that the student in each class who made the most progress during the year according to the achievement test would be given a special award. When the last award of the day was to be given, a boy's name from the Reading Lab was called. Two members of the staff said the boy could hardly get out of his chair and was heard to say, "I can't believe it. I never won anything like this in my life." A program is truly justified when one child can feel he has had such a taste of success.

Any program in any school is only as effective as the support and the encouragement that is given to it by the entire administration. Just as the Dutch boy kept his thumb in the hole of the dike to keep the dike from breaking and flooding the land, so the administration of this school felt that these children needed another chance to plug up the

holes in their reading and to help them to be effective and responsible citizens in whatever community they might live.

Because of the concerted effort of the students and teacher, and the needed support of the administration and parents, the old adages "an ounce of prevention is worth a pound of cure," "to nip it in the bud," and "a stitch in time saves nine" now have a new meaning and value for the Reading Laboratory students at the Southside Middle School.

PLEASE PRINT — A PRACTICE

Betty C. Vencill, Talton K. Stone Jr. High School
Elizabethtown Independent School District
Elizabethtown, Kentucky 42701

TARGET GROUP: Grades 7 and 8

In the junior high years it may seem strange
To suggest such an odd or different change — but;
It confuses the child to some extent,
To look in the book and see the print;
Then write the word a different way
This reading's work — it's sure not play!

Junior high students who had difficulty associating the printed page with material which they wrote were confused by reading the printed page and being expected to respond in cursive writing. There was no visual correlation for them between the printed page and cursive response — thus one means of transfer and symbol decoding so essential in teaching reading was lost.

We tried reverting to printing and it seemed to work. Below-level readers were often messy, and manuscript required a certain measure of neatness. Sound associations were reinforced as the symbols were printed. Students at this age resented being told that they needed to learn their alphabet; printing taught the alphabet quite painlessly. Spelling improved as association developed, and the class atmosphere became more positive. The relevancy of manuscript skills was established by looking ahead to the two principal words on job and license applications — PLEASE PRINT. Perhaps sign, label and T.V. commercial writers were products of corrective reading classes. Are signs, labels or commercials ever written in cursive?

Try an old trick — the ball and the stick! It really works.

FINDING THE FUN IN READING FUNDAMENTALS

Hazel W. Pash, Bardstown Independent Transitional and Elementary Schools
Bardstown Independent School District
Bardstown, Kentucky 40004

TARGET GROUP: Title I, Grades 4-7

"Let us read today!" "Please, can we read?" These are musical words to the remedial reading teacher.

Often we get so carried away with teaching the mechanics of reading, we fail to give the children time to really read just for the pure enjoyment of reading. Is there a better place than right in the reading room sitting in his chair, lying on his tummy under the table, or hidden behind a bookshelf? Let him see you enjoy reading, or the two of you read a book together.

These pupils have been in school for three, four, or five years depending on their age. They have learned to read. They can read the "funnies," the cereal box "give-a-ways," the batting averages of their favorite ball players. Why should they struggle to learn more about their favorite ball players? Why should they struggle to learn more about reading, they wonder! Often this is a valid question. Then the gigantic job is one of motivation. But what about the little ones that seem to give it their all and still cannot keep up with most of their classmates. They know they aren't doing well in reading, so by the time they reach the middle grades they just stop trying. It is humiliating to stumble along while their peers impatiently and condescendingly wait for them.

These were the kinds of experiences and self-concepts characterizing pupils who were referred to the reading room. Some would be repeaters, but most of them were there for the first time; so the early days were used to welcome pupils to different kinds of reading. As a group, usually composed of nine to twelve children, the children explored different materials, learned where they were kept, how to get them out, and how to put them away. They also learned about the answer keys, personal record keeping, and the use and care of the machines. This had to be reviewed frequently, but this initial instruction was essential for smooth classroom management as pupils assumed responsibility for these matters.

During this time each pupil was given an individual reading inventory to determine areas of strengths and some of the particular deficiencies which were thwarting the reading progress of each child. Then the pupil received a folder with two pockets inside. On an 8½ X 11 sheet of colored paper was his own "prescription" of materials and activities selected to help him overcome a particular difficulty. Using colored paper was a great time saver. At a glance you could tell how long a pupil took to complete each prescribed list of work.

Pupils worked on their own program and at their own speed. They were encouraged, however, to try to better their last performance. The material was geared to alleviate particular problems and to make each pupil feel success in overcoming deficiencies. Responsibility for completing each prescription was thrust on the pupil who participated in planning it.

While pupils worked individually on their own folders, the teachers circulated, seeing that the child understood the directions, located materials, and communicated verbally with each pupil about the work and about the pupil's feelings regarding the work. A genuine interest was shown in the whole child, the happy times, the worries, and the inner conflicts that were common to all children.

Reading problems were often the product of the whole child's perception of meaningful experiences.

The children worked anywhere it was convenient for them. The only time they were limited was when someone else was using the equipment or books they needed. Then they referred to their "prescription sheet," selected another task, and proceeded with that until it was their turn for the

first materials. Frequently, if two pupils needed the same skill and had been given the same remediation, pupils could work together. They were encouraged to question each other when their answers differed.

There were many small areas set off by bookshelves and partitions made from cardboard cartons which were easily moved. Within these areas the child could watch a filmstrip, play a game, or read a story on a controlled rate type of filmstrip machine without disturbing anyone.

By making use of both the school library and the county library the reading room contained sufficient books to provide choices on practically every interest and ability level. Also available was a large stockpile of other materials — electronic devices, games, workbooks, and teacher-made materials. The laminating machine was a great friend. Lessons were taped to cardboard, bordered with certain color markers to indicate level, numbered, and then laminated. These were placed in gaily decorated cardboard boxes and labeled, for example, "syllables," "sequence," "following directions," "crossword puzzles." If the pupil's prescription called for "sequence-red-#4," he knew which box contained this card, where to get the marker to work it, how to check with the answer key which is also laminated, and where to get the tissue to erase the card.

Most pupils liked to work with mechanical devices. Reading into a tape recorder provided an excellent opportunity to check vocabulary and enunciation, then later to work on recognized deficiencies using materials specifically designed to improve these.

Listening and concentration could also be improved by use of a cassette player. A short, exciting story was taped. The pupil listened, then answered several questions that had been dittoed. Soon pupils learned that the machine would not wait for them. They had to listen at the exact moment of production. All machines had earphones so they neither disturbed nor distracted others, nor did they compete with other activities to hold the listeners' attention.

Plays with several characters were adaptable to oral reading activities. The character names were written at the top of the play and coded (e.g., Tom-1, Mary-2, Bill-3, Jo-4). This showed that Jo would be the character with the most reading, Tom, the least. With this, even the poorest oral reader could take part without embarrassment. Some short plays could be found in children's magazines, but more often a familiar story was written into play form. A narrator was used to give continuity to the story and if this was read by the leader the tone could be established and the pace of the story perpetuated. Several copies of each play were made, placed in a manila folder with the name of the play and the characters numbered on the tab; then completed folders were placed in a cardboard box marked "Plays."

Many filmstrips were used from the library. If these had cassettes and a storybook with them, wonderful. If not, the pupils made them. In using these, the child viewed the picture, heard the story, and saw the printed words all at the same time. After this was completed the story was taken to one of the leaders and read aloud. The prescription sheet was initialed after the name of the filmstrip and either checked, underlined, or circled to indicate how well the pupil had performed with this vocabulary.

If our own cassette was taped with a storybook to go with a filmstrip, then all three were placed in a zip-locked plastic bag with the name of the story taped inside. This made it easy for the pupil to locate.

A controlled rate film machine was used to increase eye-span and to encourage left-to-right progression. It was, like most of the machines, useful as a motivator. The pupils would read a story on this machine with much more enthusiasm than they would read the same story from a book. The follow-up sheet was short and quick to answer.

Drill and repetition, though essential to mastery of the basic skills had to be utilized in activities that avoided unnecessary struggle or boredom as much as possible. This was possible when "game-oriented" materials were used such as syllable games using clapping and rhythm; bingo-type games teaching the use of vowels, blends, or diagraphs; and games matching synonyms, homonyms, and rhyming games with one person reading a sentence and the others trying to find a word that rhymed with the last word he had read. Games drew upon and reinforced skills, created enthusiasm, and stimulated alertness. Games helped children to be part of the action and this active participation created a far better learning situation than a passive observation could alone.

The folders for each group were kept together. The pupils knew where to find their folders and where to leave them. Individual prescription sheets were normally completed within a two or three week period. During this time, each pupil had been supervised and had received any needed assistance. When all work on the colored prescription sheet had been completed the folder was placed on the teacher's desk. This material was then removed and recorded on the inside of each folder with any notes about it written on the individual pupil's reading progress card. The next prescription sheet of a different color was provided, taking into account the next specific need.

After each completed prescription sheet there was an individual conference with the pupil to discuss accomplishments and to evaluate progress. The tone of the conferences were kept positive, always stressing the work that pupils performed well and saying little about corrected mistakes unless the pupil asked. The pupils had some control over their learning. During these conferences some real interests or desires were expressed by some pupils.

These prescription sheets were completed at different times, thereby allowing the teacher time to study each pupil's work and to better provide for individual needs. By being flexible, when something didn't work, it was changed. Even on-the-spot adjustments were necessary at times. A warm, supportive environment was obviously favorable to learning. Being enthusiastic, giving praise, and encouraging even slight accomplishments was helpful. A prime goal was that everyone be able to succeed at something some of the time.

Testing, diagnosing, evaluating, and retesting were carried on throughout the year as needed. Pupils who progressed, to attain their grade level in reading moved back to their regular classroom and someone who needed more specific help took that place. The classroom teacher worked closely with the remedial reading teacher.

No grades were given and written work was kept to a minimum. Record keeping was a shared responsibility with the pupils.

All of the pupils were challenged at every opportunity, even the slowest. They participated actively, they learned to think independently, and they experimented with new techniques. They actually became excited about reading, and they did read, indeed, after the fun was discovered.

CHORAL READING WITH ADVANCED READERS

Annie Laurie Forsythe, Paris Independent School District
Paris, Kentucky 40361

TARGET GROUP: Highest Reading Group, Grade 6

Teachers of advanced sixth grade readers are constantly striving to avail themselves of inventive methods that will contribute to building better reading programs for the children with whom they are involved. By reading and studying suggestions of the textbook authors, a teacher can become more personally involved in a program that is enjoyable and rewarding to himself and his pupils. It is well then for a teacher to use wisely many of the suggestions offered in text materials along with the adopted text. However, there are other sources from which a reading program can be developed. Every classroom should have a supply of good literature books and supplementary readers of various grade levels, if individual needs are to be met.

There may be certain times in the development of a reading activity when a teacher feels that he can use his own initiative to justify the selection of particular material. Lessons in correlation with other subjects, or lessons for building appreciation may be evident in this selection. The selection of the material will depend greatly on the learning ability and interests of the pupils with whom the teacher is working.

Oral reading which is planned and functional can supplement the regular reading program exceptionally well. Choral reading is an exciting part of an oral pupil participation program. It is also a very effective practice for giving children a real experience in group participation which can also be enjoyable. The teacher or the class may feel a need for change in routine. There may be a need for emphasis on patriotism, cooperation, loyalties or obedience. There may be valuable lessons in history, geography, or biography.

One of the most satisfying experiences in the use of a choral reading was the teaching of "Our Country 'Tis of Thee" (a historical cantata) by Roberts and Kotz, selected from the literature book, *Sounds of Distant Drums*. Pupils who participated in this activity were sixth graders who ranked ninth grade or above in reading achievement when tested at the end of the fifth grade. There was a desire on the part of the teacher to give those twenty-seven students an experience in oral reading in unison, solo, duet and small groups. It was to be used to develop expression, rhythm, and voice quality, as well as to allow the participants to enjoy the activity and to learn many historical facts about the United States of America.

The students were first to read silently to get the substance of the subject matter. They were to acquaint themselves with new words by individual use of the dictionary or glossary for pronunciations and definitions. They read in several sessions as the reading was quite lengthy. Then, after all of the material had been covered silently each child read aloud a selection of his own choosing to feel or establish the mood he sensed the author wished conveyed to the listener.

Since some of the reading was prose and some was poetry it was evident in the individual's selection that poetry appealed to some, prose to others. This was an interesting and valuable observation.

It was now the teacher's job to group the students for the oral union participation by typing their voices as to high or low pitch, deepness and lightness. The purpose of this was to blend voices and to produce harmony. Grouping within the group would be similar to the method a choir director would use in seating a choir. So this was the method used by the teacher.

Solo parts were given to those students who expressed a desire to read alone because they particularly liked a certain part, or at the suggestion of a class member that a particular child had a voice "just suited" for that reading. The teacher encouraged some who were selected for particular parts.

The duet parts were selected for a blend of voices, male or female, as suggested by the material.

After some practice each student began to feel a personal responsibility for making the reading a success. The students came to class each day anxious to begin the activity. They enjoyed listening to their peers, and watched carefully in order to be ready when their assigned parts were to be read.

The story of our country became really important to the children and they realized that they are truly the product of much that has gone before. They so vividly spoke of and for the people who gave America her independence, freedom, scientific and industrial developments, and her strength which has helped deprived and oppressed people of other lands.

Finally, it was recorded on a cassette and played for the class to enjoy. Groups from other sixth grade classrooms were invited to listen to the recording, following the material from the book as they listened. The recorded reading was played for adult listeners who ranked it as one of the finest choral readings done by elementary children to which they had ever listened. Small wonder that this supplementary activity in a reading class provided such deeply satisfying feelings of accomplishment for all of the pupils involved.

CHALLENGING THE GIFTED AND TALENTED CHILD

Mildred McLain and Delores Tyler
Fox Valley Elementary School
Fleming County School District
Flemingsburg, Kentucky 41041

TARGET GROUP: Gifted and talented pupils reading above grade level, Grades 5-8

Eight years ago Fox Valley Elementary School began a movement toward a continuous progress plan of instruction. It was the belief of the principal and the staff that each child has the inherent right to work at his own rate. The first step toward helping these children, after comprehensive study, planning and staff preparation, was a change to a nongraded curriculum. All of the children in grades five through eight were thoroughly tested. The tests used were standardized achievement, standardized intelligence, non-standardized work opposites, word meaning and word recognition tests. On the basis of their scores, in conjunction with teacher judgment of performance and capabilities, the children were placed in a READING group commensurate with their needs.

The Special Education Unit for EMR and the Remedial Reading classes were providing specialized instruction for the low-achieving pupils; however, the needs of the gifted pupils were not being met. As a result, problems were developing with these children. They were bored. The were in danger of becoming mentally lazy. They were underachieving. Their creative minds were often stifled. They were simply not being challenged!

The plan of moving the children from age-group classes into blocks of time where they could work at their own ability level in reading and English seemed to be working. But it was observed that the very accelerated children were not yet being challenged. There was still too wide a range of ability and interest.

Under the new program the first group of accelerated or gifted children consisted of eleven pupils from a student body of approximately three hundred and fifty. Seventh and eighth year pupils composed this initial group. Eventually thirty-five highly accelerated pupils were selected from a decreased enrollment of two hundred and fourteen.

One of the first changes made this year was in the seating arrangement (formal rows of desks were eliminated and tables and chairs were arranged into study centers). The children were allowed to choose their study mates and, as long as they worked well, to keep them. Mastery of certain basic skills was required, but creativity was not stifled for the sake of meeting a deadline. The children were encouraged to make use of their talents and were not required to sacrifice the creative urge for mechanical processes. For instance, if a student were working on a short story or article, he could forego the textbook material until later. Tests and assignments were filed by the pupils in their individual folders. Creative work was filed in specified categories such as short story, newspaper and poetry.

The students were grouped in both reading and English. As might be expected, most of the reading group also scored high in English. With a few exceptions, the same children were in both classes. As a result, reading skills were carried into creative language. For example, the study of light verse in reading class led to writing light verse in English. Reading of periodicals and newspapers motivated the writing of articles and editorials. This led to publication of a school newspaper, *The Fireball Express*. The children sold the papers for a small profit and used the money to buy material for their final project, Creative Writing.

One of the major goals was to help these pupils learn to think and study independently. The teacher was a guide, not a dictator. This departure from the traditional teacher-authority sometimes resulted in problems. One rather amusing incident occurred early in the project. It was a very hot,

fall day. Since the building was not air-conditioned, the children were uncomfortable, restless and noisy. They were engaged in writing endings for a play entitled, "Does Anyone Know the Time?". With five centers working on five different endings the room was a busy chaos. One boy suggested that if they could go outside where there was shade and more space they wouldn't disturb each other and other classes. By spreading out on the large campus they could dramatize to their hearts' content. The teacher moved from group to group. When she sensed a problem in Study Center Five, she moved there and found two boys missing. "They were taken to the office," one of the girls explained sorrowfully. It turned out that the play was ending on a rather violent note and the two boys had been acting it out. One of the teachers had seen them from the window and thought they were fighting.

The creative child is often stymied by routine and monotonous drill. This is true of the junior high student in much the same way as with the primary student. Pupil involvement in learning activity is just as essential for the accelerated pupil as for any child.

One of the best ways to teach beginners to read has been by the use of experience charts. Children of all ages liked to tell their own story. The small child loved to write *his* story, read it and especially to hear others read it.

Children became aware of their need for basic skills through usage. For example, one eighth year girl in this group was very poor in spelling at the beginning of the year. Gifted, sensitive, and very creative, she misspelled an average of two words for every sentence. When she started writing editorials for the school paper and developed an interest in writing a story for publication, she inaugurated a self-improvement plan of her own. By learning to sound out words phonetically and to use a dictionary, she was able to overcome this weakness in great measure. Her last story, *The Adventur* (the child's coined word), contained very few misspelled words.

One very interesting part of the program was the contribution of invited visitors. One particularly worthwhile visit followed a unit on Rudyard Kipling and a study of India. Dr. M. K. Thomas, a professor at Morehead University, and a native of India, came with Mrs. Gabriel Banks who spent several years in India as a missionary. She brought Indian garments and food to demonstrate Indian dress and customs. Dr. Thomas talked, showed slides and answered questions. At the end of the program Dr. Thomas judged the best of the booklets the children had made about India. Later he sent books by Kipling to the winners. The students wrote thank you letters to both Mrs. Banks and Dr. Thomas.

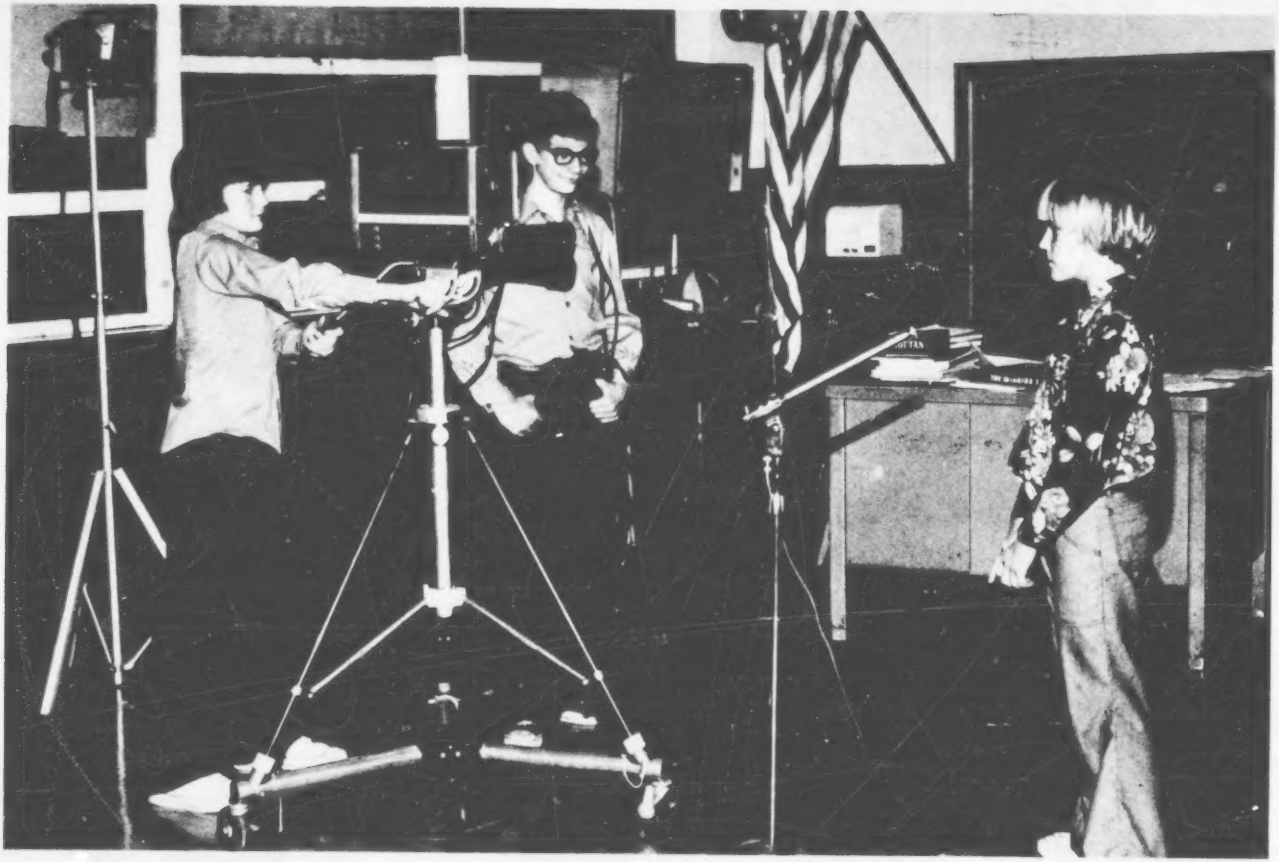
Visitors also appeared on television. Fox Valley was fortunate in having a very complete television system. In addition to ETV and commercial channels a closed circuit unit was purchased. Programs were transmitted to other rooms in the building, and with the addition of a video tape recorder, programs were taped for future showing. The children learned to operate the cameras, to write, edit and produce their own scripts. They have done newscasts, special occasion programs and interviewed visitors.

The experience of independent study with the freedom to do "their own thing" resulted in tangible evidence of improved language arts skills in writing. Areas of responsibility assumed by these pupils were the following:

1. Publishing a school newspaper
2. Writing and producing original scripts for closed circuit TV and TV recordings
3. Completing a yearbook
4. Writing and producing original plays
5. Submitting material to a magazine for publication
6. Writing letters to junior high pupils in other states
7. Inviting visitors and writing thank you letters
8. Completing a unit "Creating a Short Story"
9. Publishing a book, *Creative Writing*, as the end product of the unit
10. Voluntarily writing novels, poems, and stories outside of class.

Other evidence of development in the field of oral interpretation was shown by:

1. Improved ability to read and speak in front of an audience
2. Participation in speech contests
3. Appearances on TV programs
4. Production of plays
5. Panel discussions with thoughtful and interesting conversations



6. Public appearance at banquets and other public programs.

Reading skills and habits were improved. The children enjoyed research and were enthusiastic about many varied areas of interests. Some of the things that helped them extend their information in interest areas were the following:

1. They developed an interest in building their personal libraries. They bought books from clubs and other sources.
2. They checked out books from several libraries (MSU, public libraries, bookmobile, University of Kentucky and others).
3. They kept reading lists.
4. They wrote book reviews voluntarily (One boy submitted a regular feature for the *Express,* "The Book Shelf").
5. Interest increased in periodicals and newspapers. They were interested in sports, space, world affairs, etc.
6. A need to read faster was expressed. One boy said, "There's so much to read and so little time."

At the end of the year the standardized test scores showed gains as high as five grade levels, so it is fairly certain the basic skills in reading and English were not neglected. How-

ever, these tests showed only one portion of the real pupil growth while improvement in attitudes, preparation for future study, independent thinking and practical ability to use the basic skills were not objectively measured by these instruments. The teachers' observations confirmed that positive growth had occurred in these areas, also.

The success of this project can best be measured in the accomplishments of the students involved and perhaps cannot be measured adequately at this time. Rather, their progress in the years to come will determine if this freedom to do their "own thing," and be personally responsible for their own learning has a lasting benefit. Certainly the experiences extending skills in reading, speaking and writing freely have provided enrichment for continued learning in their lives. For many of the pupils it has meant release from monotony. It was a challenge to facilitate the use of their abilities and talents and a reward to observe their discovery of the fun of learning.

It is evident that these exceptional pupils have had enriched experiences. The satisfaction of work well done, the acceptance of the challenge to improve tomorrow, and the observation of growing faith and confidence in themselves that many of these pupils have developed have all made the reading project at Fox Valley immensely worthwhile.

A NONGRADED MIDDLE SCHOOL READING PROGRAM

Doris Mills, Daviess County Middle School
Daviess County School District
Owensboro, Kentucky 42301

TARGET GROUP: 7th and 8th Year Pupils

Daviess County Middle School started a nongraded reading program in the seventh and eighth grades in 1973-74. The first results of this nongraded program were encouraging. For the first time, over 50 percent of the eighth grade class were reading at or above grade level as measured on a national standardized achievement test. The actual breakdown of the scores showed 50.9 percent reading at or above grade level, and 49.1 percent reading below grade level.

Making this even more significant was the fact that only 41.5 percent of the students were above the average range in academic ability and as incoming seventh graders, only 38.8 percent had been reading above grade level. We believe that this program has resulted in significant reading improvement of middle school pupils.

This nongraded approach was accomplished by grouping students at homogeneous levels based on achievement records, teacher evaluations and vocabulary inventory placement tests. Students were informed that movement across levels was possible according to their improvement, and as the year progressed this happened in many cases, both within a class as well as to another class. Individual folders were kept on students to facilitate this movement. Students adjusted so well to the nongraded classroom that teachers frequently had to consult the roll book to identify a student as a seventh or eighth grader.

The initial placement of students for reading classes was done in September on a heterogeneous grade basis. This was to allow students to become acclimated to the learning situation after the summer vacation and to become comfortably familiar with the building and scheduling that was new to all seventh graders. During the second week of school a reading inventory of word opposites was administered to all reading classes. Using the results of this test, plus reading achievement scores and teacher referrals, students were then grouped homogeneously across grade levels. Sizes of classes were adjusted to the type of readers: advanced readers — large groups of 35-37 students; average readers — average groups of 25-30 students; disabled readers — small groups of 12-15. These class numbers were also flexible depending on the reading instruction at hand. Often large multi-level groups of 75-85 met in the double reading room for literature films, books recorded on records, experiences in poetry, play presentations and reading related games.

These groups were flexible according to the type of instruction and the skills needs of the students. For skills work this grouping allowed for more individual help for those students who could not work independently whereas advanced readers were encouraged to pursue individual interest while refining the higher comprehension skills of interpretation, evaluation and assimilation. Students were able to move into new levels as their reading proficiency increased.

In January a reading diagnostic test was administered to three experimental classes. From these results mini-courses evolved joining those students with common weaknesses. These groupings lasted only from three to five weeks. From this pilot study it was determined that for future purposes the diagnostic test which we had used would be given hereafter to average and slightly below average readers only. Level I of the same test would be more appropriate for severely disabled readers and advanced readers do not benefit significantly from the test.

Aside from skills instruction, students were encouraged to practice these skills in wide reading. When possible, reading classes were scheduled in rooms near the library which was a basic resource center for independent reading. In the classrooms, paperback books of interest to teenage readers on all reading levels were provided. An important aspect of the program was that a segment of each week's reading classtime

was set aside as "reading for fun." These segments varied from ten minute daily sessions to whole periods, depending on the reading span of a particular class. Follow-up activities to this reading ranged from "sharing" to structured reports, depending on the teacher's view as to what served the students' reading needs most as well as the students' interests in the subsequent evaluation. In some instances, just to see some students read at sustained periods of fifteen to twenty minutes was progress.

Paperback book selections included teenage fiction, biography, classics and illustrated classics, cartoon and anecdotes, adventure, sports, personal etiquette, etc. Magazines and newspapers were also available and popular. Kits which contained reading material attractive to the disabled adolescent reader were provided. Students did read, did welcome time to read, and did share reading experiences with each other.

Instructional materials for all levels varied from the textbook approach to individual skills activities. Readers used materials appropriate to their interests and abilities. Skill building activities were unique to their individual needs. For those still experiencing decoding problems, instruction and practice in sight word vocabulary and word analysis skills were provided, while for those at or above grade level greater emphasis was placed on the advanced comprehension skills, vocabulary development and the study of literature. For the average readers, materials were selected for their appropriateness in reading level and skills needs. In addition to the regular classroom paperbacks available to all students, thematic kits of paperbacks and anthologies were used in topic groups of family, adventure, suspense, imagination, etc.

Each teacher devised methods and materials that worked best for his group. But with books and work tasks geared to their ability to achieve success, in a group that was not threatening, students responded with productivity and found their personal feelings toward reading improving. This was evidenced by their wide reading habits observed not only in reading classes, but throughout the school day as they moved from class to class with paperbacks tucked in pockets and purses or as they hurried to finish a chapter before the next class began.

At the conclusion of the first year of this nongraded approach, an evaluation of the program pointed to several significant changes: 1) there had been a definite improvement in the attitude of students toward reading, 2) there was a measureable increase in the amount of reading they had done, and 3) for the first time, over fifty per cent of our eighth grade class was reading at or above grade level as measured on a national standardized achievement test.

These changes are the result of a reading program that is considerate of the individual needs and abilities of students. Students are allowed to recognize their own reading strengths and weaknesses in an atmosphere of acceptance. The flexible nature of the program increases student motivation and breaks the "one teacher per reading class" pattern. Finally, the availability of reading materials of all description and on all levels allows the student to practice reading with a sense of accomplishment — a factor that will lead to the establishment of a lifetime habit of reading.

MATERIALS TO HELP THE LANGUAGE IMPAIRED CHILD LEARN TO READ

Dr. Jerome W. Freeman, Kentucky School for the Deaf
Danville, Kentucky 40422

TARGET GROUP: Title I children with impaired hearing, ages 6-10. (Useful with any group of children)

A dire necessity exists to meet the basic needs of a deaf child's language handicap. Kentucky School for the Deaf has chosen materials to provide a programmed instructional system. Attempts to develop basic language and reading skills to meet the needs of the language impaired child were prime considerations in selection of these materials.

The purpose of the program selected was to coordinate three major areas: visual perception, thinking activities, and basic vocabulary and language skills. The unique characteristics of this program that distinguished it from others were that it provided the following: individualized instruction; specific behavioral objectives; built-in diagnostic tests; careful sequence; student self-pacing; intrinsic motivation; hierarchical structure; child-centeredness; functional and meaningful content; immediate feedback to learner; error accountability; careful pre-testing; small, sequential learning steps; active student participation; careful student guidance; and intriguing and flexible content.[1]

The program objectives and major activities are as follows:

1. **Perceptual training series:** These 30 filmstrips assisted with the child's development of specific visual perceptual skills. (The lack of these skills has been related to reading difficulties.) Activities: Children learn to respond at the right time and they are provided discrimination and association practice.

2. **Thinking activities series:** Six levels of difficulty were provided for children to work on skills and tasks that lead toward academic success. Some tasks or activities required are: object memory; color memory; sequencing according to size; simple pattern analysis; picture classifications; picture absurdities; and figural transformations.

3. **Basic Vocabulary and Language Skills:** These filmstrip lessons provided a visual input of receptive language wherein the child was progressively introduced to language principles, concepts, and basic sentence patterns. For activities, the child had to interact with the language and respond to each frame in the programmed lessons. (Tests were provided to accompany each filmstrip lesson.)

These materials have been used effectively by many schools for the deaf and are being introduced in the primary and lower elementary grades at the Kentucky School for the Deaf.

[1]*Project LIFE hand-out.*

IV. Extended Utilization Reading Period--Secondary Schools

A MANAGEMENT BY OBJECTIVE SYSTEM FOR READING INSTRUCTION

Vickie P. Basham, Hancock County School District
Hawesville, Kentucky 42348

TARGET GROUP: All Pupils, Grades K-12

A reading program was needed in Hancock County which would allow for the individualization of instruction. This opinion was expressed by teachers and administrators as well as a professional survey team which surveyed the educational needs in the Hancock County Schools. The reading needs of the students on both ends of the continuum, high and low, were not being met. The teachers requested a revision in the present curriculum. A definite lack of motivation was demonstrated in many students. Some students were "turned-off" by textbooks, and it was a symbol of failure for other students. A new approach was obviously needed which would more adequately meet the needs of all students.

In Hancock County, reading has been recognized as one of the fundamental skills required in communication and it was acknowledged that instruction for the acquisition of reading skills should be approached in an individualized manner for each student. The reading program was based on a philosophy of individualization through the process of diagnosis and prescription. A diagnosis of a student's needs, interests and abilities was emphasized throughout the reading program.

In the first two years, the curriculum evolved through a language-centered approach to beginning reading. A language-centered approach recognizes that a child could communicate in many ways; he could use written language, oral language and/or body-language.

The effectiveness of this approach to initial reading instruction depended largely upon those teacher understandings that follow:

(1) an identification and utilization of the abilities and language skills acquired during the pre-school years.
(2) a recognition of dialectal differences causing interferences with standard English and,
(3) the necessity of providing opportunities for thinking, for expressing thought, and for listening to another's thoughts.

A firm belief of this program was that a child, when introduced to written language of his own thoughts and language patterns, would quickly grasp the notion that "to read" is to understand; to get the ideas which are represented by the words and punctuation of written language.

Upon demonstration of an ability to use a decoding system and an understanding of that which was decoded, the child was introduced to a new dimension of the language-centered approach. Continuing to use the child's oral language as the tool for thinking beyond that which could be decoded, the teacher now recognized the child's need for personal involvement in that which he reads. At this point, the teacher took the child beyond the usual grouped basal-selection, directed reading experiences. The child must now be aided in using not only his own language, but also that of others to extend reading experiences and to expand his vocabulary as well as his speaking and writing activities, including opportunities for creative research.

Each child's individual language needs and experiences were diagnosed through pupil-teacher interaction. This interaction allowed the classroom teacher to note strengths and weaknesses in the child's language development and experiential background and thereby to provide an individualized program of language development.

Once a child had gained sufficient reading proficiency, he was placed in the High Intensity Reading Centers where he would be able to function on his own and develop his reading skills in an individualized manner. The High Intensity Reading Centers were capable of serving approximately 150 students of different reading abilities per day, with each student working at his own level of ability. The three basic elements to the High Intensity Reading Centers included the following components:

The Library of Instructional Materials. This consisted of totally individualized, non-text programs from approximately

thirty different publishers. These materials were not of special design and did not include or require highly sophisticated hardware beyond cassette players and headsets. All materials in the centers were utilized in such a manner that they were not consumed.

The Management System. The heart of the centers was in the management system. It was based upon approximately 500 reading skills stated as behavioral objectives. In addition to an original placement test, it included pre- and post-tests for each skill to be introduced to each student.

Staff Development. Consultants trained the teachers in the implementation and operation of the centers and provided close support for the first year of operation. These teachers now became trainers of new teachers in the use of the centers.

Program Objectives. Program objectives included the following:

1. Develop an individualized curriculum by ensuring the continuous progress of each student.
2. Ensure the proper placement of students by adequate diagnosis and prescription.
3. Develop sufficient motivation of students by providing multi-materials to accomplish the objectives.
4. Ensure the best learning for students by providing sufficient materials that reinforce all learning styles — audio, visual, kinesthetic, individual and/or group learning situations.
5. Enable the teacher to be both a program manager and a program creator.

Major Activities. The major activities in the reading centers included the initial placement of students into the program by identifying the reading level on which the student could perform. The student's general reading level was determined and he was placed in one of five subsystem levels ranging from non-reader to good reader. Once this diagnosis was made through the use of an initial screening test, the students were given pre-tests over specific reading objectives.

The students' specific reading needs were pinpointed and defined for the teacher. The student took a series of check-in tests at his subsystem level until several instructional objectives in which he was deficient were identified through test results.

Each of the approximately 500 reading objectives which were denoted in the reading centers was keyed to various materials which were designed to achieve these objectives. Using the Catalogue of Instructional Objectives and Prescriptions to which the tests were keyed, the teacher directed the student to the precise instructional activities each would need to master each instructional objective.

The student could work in audio, visual and/or kinesthetic materials and activities to accomplish these objectives. Once the teacher had identified approximately five objectives on which the student needed work, the materials were prescribed for the child. Often the child worked alone, but many opportunities were provided for group work. Group work could consist of students working on the same objectives or they could be interest groups such as students creating and performing a drama, art display, poetry, etc. The student worked on the instructional prescriptions at his own pace and level using individualized materials.

Once the student and teacher determined that the objectives had been mastered, a post-test was given to the child. If an acceptable criterion was not met on this test, the student was either assigned to new material to accomplish this objective or a new objective was assigned for the present time.

The student and teacher kept a record of the objectives as they were mastered to record the progress of each student. Students were always aware of their progress or their need to progress.

Reading in the high school was approached through the content areas. When a student entered high school, specialized reading skills were required for reading in the content areas. Different reading skills were necessary to master the content of the specialized curriculum areas.

Content area teachers were concerned with teaching the specialized vocabulary unique to their particular field and with teaching students to utilize the known vocabulary already possessed by each student in communicating in the discipline being studied. The content area teachers were encouraged to provide sufficient background for the student to be able to master the concepts of the different curriculum areas. Subject teachers practiced the concept of differentiated assignments to individualize the curriculum and to provide maximum learning experiences to all students. This was pri-

marily accomplished through the development and utilization of Learning Activity Packets -- (LAPs).

Reading teachers prepared LAPs, which were utilized in the reading centers. Some of the LAPs featured research work in the media center, others were concerned with comprehension, literature, appreciation, etc.

In order to provide for the specialized diagnosis of reading related problems, a Diagnostic-Prescriptive Center was established for the Hancock County Schools. The Diagnostic-Prescriptive Center provided a reading clinic, psychological, social work, speech, hearing, and counseling services.

The students were identified for referral to the Diagnostic-Prescriptive Center by the classroom teachers, utilizing standardized test scores, past records, and personal observation.

Special reading teachers worked with the classroom teachers and the reading clinician. They worked in the reading centers located within each school and helped teachers in diagnosing reading problems and in making proper referrals. Their major responsibility was to work with small groups of students who had special reading problems.

Evidence of Effectiveness. Although standardized test scores were not available at this time, there was other evidence of the effectiveness of the reading program. The School Satisfaction Scale, which was administered yearly to all students in grades 4-12, demonstrated a high degree of acceptance.

Teachers reported an increased interest in reading from many students. This was evident in the increased student requests to use the reading centers during their free time.

The students seemed to be highly motivated to read different kinds of books or materials. Many students also reported they were reading more books new than in the past. The teachers all felt that they are now meeting the learning skill needs of all students more adequately than they had ever been able to do in the past.

CROSS-AGE TUTORING IN SECONDARY READING

Ruby L. Sweeny
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Louisville, Kentucky 40202

TARGET GROUP: Poor Readers, Grades 8 and 9

Careful study by the Louisville Central Office Instructional Staff and the local school needs analysis task committee revealed that the greatest need in the Louisville junior high schools was reading. The Secondary Cross-Age Tutor (SCAT) and Secondary English Reading (SER) programs were designed to reduce the reading deficiencies of junior high school students in four schools: DuValle, Parkland, Russell and Woerner. The structure of the SCAT/SER program involved the following objectives and strategies.

Objectives. For each year that Secondary English Reading Pupils (SER) participate in the revised secondary English program, the mean total reading score of the SER's at each grade in each school will increase by 1.0+ grade equivalent years as measured by the Comprehensive Test of Basic Skills (CTBS).

For each year that Secondary Cross-Age Tutors (SCAT) participate in a Cross-Age Tutoring program, the mean total reading score of the SCAT's at each grade at each school will increase by 2.0 years as measured by the Comprehensive Test of Basic Skills (CTBS).

For each of the three consecutive cycles that diagnostic-prescriptive-instruction (DPI) Primary Reading students receive tutoring from SCAT pupils, 80% of the DPI youngsters will pass 80% of the Criterion Referenced tests based on the skills in which they were tutored as prescribed by the elementary reading specialist.

Strategy. The strategy of the SCAT/SER program involved the following seven major elements:

1. Resources

   The concentration of federal money for 1973-74 school year was centered in four junior high schools. A $613,109 budget allowed for the employment of additional personnel, the purchase of essential testing and instructional materials and equipment, development and publication of Criterion-Referenced Tests, stipends for tutors, transportation facilities for tutors, and a variety of in-service programs.

   The SCAT/SER Reading Program operated in four junior high schools. It involved all pupils in grades 7-9. One thousand and eighty pupils in the eighth and ninth grade participated in the SCAT program. The remainder of the students were involved in the SER program. This was approximately 2,100 students in the program. This program required a total commitment of all personnel, desiring to be involved, in a functional development rather than a remedial program. SCAT/SER is developed around the current needs of the pupils.

2. Time Allocation

   Each of the SCAT pupils received two periods of intensive language instruction daily. During the two periods pupils received formal teacher-directed instruction, participated in small groups, received individualized instruction, and worked on independent activities designed to develop specific reading competencies. The pupil/adult ratio of 11-1 in the center was achieved during this time period through the use of supplementary personnel and by flexible scheduling.

   The SER program aimed to intensify the training of the students who were not included in the SCAT project by lowering the pupil-teacher ratio to 20-1 in each classroom. All seventh grade pupils, and the remainder of the eighth and ninth grade students not included in the SCAT project were included in the SER project. These students received one period of training daily in English-Reading Skills. While other subject areas were not neglected, reading emerged as the top instructional priority in these classrooms.

3. Additional Personnel

To assist the Instructional Facilitator and the SCAT/SER teachers who were directly responsible for the implementation of the program, additional personnel were trained for specific roles and responsibilities and added to each school's staff.

SCAT/SER Reading Specialist. One reading specialist was assigned to each of the SCAT/SER schools. The specialist's functions included managing the administration, analysis and interpretation of the tests, assisting the teachers in diagnosing pupil needs, prescribing specific instruction, directing the monitoring and feedback process of the SCAT center, organizing the work of supportive personnel, and serving as the liaison between the local school and the Central Office personnel.

Monitoring Technician. Each school had a paraprofessional designated as a monitoring technician who was trained in administering the criterion-referenced tests (given in three-week cycles to every SCAT pupil) and in accurately maintaining records of progress. Working under the direction of the Reading Specialist, the monitoring technician provided up-to-date data regarding the progress of each pupil in the program on a profile chart; this chart was also used by the DPI Reading Specialist in the satellite schools as a blueprint for matching tutor to tutee.

Reading Aides. Every SCAT Center was assigned reading aides. These aides, trained in a special Training Institute, worked with the students in a 1 to 1 or small group situation on specific reading skills. Ninety percent of the aides were parents of students in the school or were members of the immediate community. The type of training they received in the Institute enabled them to successfully work in a team situation geared to the specific needs of the students.

4. Cross-Age Tutoring

Eighth and ninth grade pupils in the SCAT program were trained to tutor DPI children in the feeder elementary schools. They were instructed in specific reading skills and methods to be used in tutoring the primary children. After an instructional sequence, the junior high pupils were transported to the elementary schools where they worked with small groups of pupils (1 to 1 or 1 to 3) daily for a three-week period. Research indicated that the tutor would gain as much from this experience as those tutored. Only those who successfully completed 80% of the CRI Tests were tutored for that cycle. Tutors received a stipend for the time spent in tutoring.

5. Instructional Strategy

Individualized instruction based upon the continuous diagnosis of pupil needs and progress was the heart of the instructional program. In order for individualized prescriptions to be written and implemented throughout the year, ten three-week instructional cycles were devised to include diagnosis, prescriptions, individualized instruction, monitoring, and immediate feedback. Each SCAT/SER teacher met with the reading specialist weekly to discuss results and further pinpoint pupil needs.

6. Progress Streams

The development of multi-approach program streams in each SCAT Center and SER classroom enabled each pupil to receive instruction not only at his current level, but also in the modality by which he learned best.

While group instruction centered around common needs, a variety of multi-sensory materials made possible a challenging instructional program for each pupil.

7. Pre-service Training

All SCAT/SER personnel received in-service training during the month of August. SCAT and SER teachers received 3 weeks training in Language Arts with emphasis on the eclectic approach to teaching reading.

Reading aides received 2 weeks training in specific skills in a training institute.

Monitoring technicians received one week training in monitoring and feedback processes.

Reading specialists received 3 weeks' intensive training in all phases of diagnosis, prescription, methods, and techniques for successful program implementation.

PERSONNEL

Parkland

1 Reading Specialist
1 Monitoring Technician
4 SCAT Teachers
6 Aides
2 Regular Teachers
4 SCAT Centers
360 Pupils
5 SER Teachers

PERSONNEL

DuValle

1 Reading Specialist
1 Monitoring Technician
3 SCAT Teachers
5 Aides
2 Regular Teachers
3 SCAT Centers
270 Pupils
5 SER Teachers

Russell

1 Reading Specialist
1 Monitoring Technician
2 SCAT Teachers
4 Aides
1 Regular Teacher
2 SCAT Centers
180 Pupils
4 SER Teachers
360 Pupils

Woerner

1 Reading Specialist
1 Monitoring Technician
4 SCAT Teachers
6 Aides
2 Regular Teachers
3 SCAT Centers
270 Pupils
5 SER Teachers
540 Pupils

Evidence of Effectiveness. An alternate form of the (CTBS) Comprehensive Test of Basic Skills was administered to 20% of the population of each SCAT center during the week of January 22-25. The students were randomly selected for participation in the interim test. A total of 150 ninth grade students, 150 eighth grade students, and 36 seventh grade students from DuValle, Parkland, Russell, Western, and Woerner Jr. High Schools participated in the sampling.

The tests were administered by reading specialists to groups of 12-15 students, adhering to all the directions in the manuals. The results were collected in the form of raw scores and grade equivalents for each student.

There was a comparison between April, 1973 CTBS test scores and the January, 1974 CTBS scores to determine mean growth, if any. The data was processed using the raw scores, then changed to grade equivalents for ease of interpreting and use by reading specialists.

The chart below indicates the gain per school by grade equivalents in the first four months of the program. This represented an average gain of approximately .83 grade equivalents in the schools represented and indicated the successful attainment of the program objectives was a reasonable expectation.

School	Population	Grade	Gains
Western	36	7	+ .2
Western	36	8	+1.4
DuValle	18	8	+ .5
Parkland	36	8	+ .4
Russell	18	8	+ .6
Woerner	18	8	+1.9

The scores for the ninth grade could not be presented in grade equivalents since no conversion table for this grade was available.

THE READING FORUM: PEER-GROUP INSTRUCTION

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Fort Knox, Kentucky 40120

TARGET GROUP: Any grade or any group

The Reading Forum Program was an attempt to make the reading class an enjoyable experience for children. The staff felt that when children become excited about reading they would acquire the essential reading skills. Although this desire to read was always vital, the traditional reading program often scuttled all adventure in favor of set routines. Teachers discovered by experience that the daily reading drudgery inflicted upon children by the school brought only minimal success. Even the successful readers produced by these antiquated procedures invaribly owed their mastery to stimuli received from other sources.

Visit for a moment and observe the Reading Forum in action. In this fifth grade class witness three forum groups going full tilt. One group is discussing the adventures of Robin Hood. Ten children are in this group; each with a copy of the story. The group leader is discussing the fourth chapter of the book that has just been read by all group members. Near the window, members of the Tom Sawyer Forum Group have just filed their new word cards in their word file boxes. All members are responsible for finding new words, discussing them with the group, and filing them in their personal word file box. In the back of the room, near the Forum library, is a group of girls listening to an intriguing selection being read orally from *Caddie Woodlawn*. The girls are recording their oral reading on tape, and are planning a play for an assembly program.

Notice that all Forum members are working diligently at their highest interest and achievement levels. Observe, also, that the children put into practice the important skill building steps independently. Here all the reading development essentials are left in, and most of the reading drudgery has vanished.

Developing the Reading Forum Program. If one wished to develop the Reading Forum Program, it would be necessary to secure "sets" of worthwhile books. A "set" consists of enough volume of a title to allow a copy for each member of the class choosing to become a member of the reading group. Most Forum groups had from ten to twelve members. Paperbacks were recommended for the Reading Forum program; most children seemed to prefer paper bound books. Developing a good Reading Forum library of paper bound books was the only extra school expense for this program. This collection was kept in the centrally located Materials Center, and when a Forum group desired a new selection, the teacher requested several titles for the group members to preview. When they had made their selection, the teacher then ordered from the Materials Center enough copies to meet their needs.

Building Desire to Read a Great Book. It was an easy task to build a child's interest and desire to read a great book from the Reading Forum library. Perhaps a child could be found in another grade who had read one of these stories, and was eager to give a review of it for the group. The librarian, a parent, or a high school student could be invited to give a review of a story they had enjoyed as a child. Interesting pictures illustrating stories were numerous and could be used on the bulletin board to arouse interest. Most children had seen movies or television programs of great stories, and were just waiting for an opportunity to read the book. Films, filmstrips, and tapes could be used to interest children in certain stories, but children in the Reading Forum were usually so eager to get started reading a great story and discussing it with friends that very little extra motivation was actually necessary.

Organizing the Reading Forum Program. After several titles had been previewed the children selected their reading groups. Generally, the teacher found it necessary to guide children into groups where they had maximum opportunities

to participate fully in the experience. But frequently certain slower readers were given an opportunity to choose their Forum group. The teachers were surprised many times at the effort some slower readers made while participating with superior readers. This challenge sometimes encouraged maximum effort.

In the past, most Reading Forum groups have decided to read a chapter from the story each day. A student leader was selected to guide the group's activities for each chapter of the book. Prior to leading the group, the leader must have read his assigned chapter, and developed discussion activities and a new word list to pass out to members. Many leaders had this duplicated so each member could have a copy. On the leader's appointed day he guided the study. Before guiding others, the group leader must have had a conference with the teacher. At this time the teacher checked the leader's pronunciation of new words and knowledge of the discussion topics.

Encouraging Better Forum Discussions. The Reading Forum Program offered endless opportunities for children to participate in exciting discussions. It was obvious that good discussions provided unlimited benefits to their language arts program, but there were many hidden advantages that were, perhaps, of greater importance.

Good discussions helped set the stage for creative thinking. Creativeness was stimulated by the interchange of ideas, the interaction of personalities thinking together. The cooperative interpretation of written materials activated creative thought. Many individuals responded creatively to the stimuli of the group.

A good Reading Forum discussion group helped develop acute observers. The participant's power of observation was strengthened by the pressures of the group. In the Reading Forum discussions, the child's own observations were of the utmost importance. With peers, all personal views had equal acceptance; there was no requirement for the students to accept the teacher's values or the opinions of other students.

A "Forum Leader's Handbook" was developed to assist students in carrying on more valuable discussions. It was felt that the discussion had to be more than answering an endless array of "yes" and "no" questions. The students were encouraged to state personal opinions and make their own observations.

Using the Reading Forum to Build Vocabulary Skills. All successful reading programs offered provisions to help children develop vocabulary skills. The Reading Forum Program encouraged children to learn more words with greater enthusiasm. Students working together on interesting personal projects worked diligently with little adult supervision. The need grew as the group learned the necessity for certain words.

Not only did the children grow more familiar with more words, but also they found that they had a need for learning ways of pronouncing unknown words. Emphasis was given to regularly scheduled periods for studying phonics and drilling on the correct use of the dictionary. Studying words completely involved every student, for each felt a definite need for this information.

The dictionary was an essential tool for the Reading Forum group. The students were expected to look up all unknown words met in the reading selections. They were also expected to make a file card of many of these words. This information was kept in the Work File Box for handy daily reference.

Each member of the Reading Forum group kept a personal word file packet. Each day pupils wrote new words on file cards and filed them in this container. The leader would call upon group members to identify and define certain words found in the reading. All students were responsible for learning all words filed in these word file packets.

Teacher's Inconspicuous Guidance Necessary. The Reading Forum was an independent peer study experience requiring little teacher supervision. But no teaching plan, of course, was ever able to discard the intelligent guidance of the instructor who always had to take the responsibility for the success or failure of any class program. The instructor set good examples and saw that the program was carried forward daily with enthusiasm. The teachers enjoyed seeing children enthusiastically participating in a learning endeavor, for each realized that children learned joyfully when they were personally involved in acquiring and using information.

the reading forum

LEADER'S HANDBOOK

FORUM LEADER_____

FORUM_____
Class School

BOOK DISCUSSED_____
Title Started Finished

Fort Knox Elementary Schools

Fort Knox, Kentucky

FORUM READING
LEADER'S HANDBOOK

Dear Leader:

You have been chosen to guide your Forum Group because you have proven that you have the ability for this assignment.

We are sure that you are now old enough to realize that when the Forum is in session, it is considered a very important undertaking. Here members tolerate little foolishness or "horsing around." You will no doubt find your group very serious about getting the most out of these discussions.

A Happy Quest to you, the Leader of the Forum!

MEMBERS OF YOUR FORUM

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

THE FORUM READING PROGRAM

"The Laws of the Forum"

This handbook has been prepared to help you become a better leader of the Forum. You will find suggestions that will help you have better Forum group discussions.

I. Becoming a Good Group Member — LISTENING

A. Building respect for the speech difficulties of others
   1. Manner of speech may be different from the majority of the group
   2. May use colloquialism (regional speech) that most of the group have never heard
   3. May have certain physical handicaps making speech difficult
   4. May misuse certain words or mispronounce certain words
      (The polite leader will correct mistakes unobtrusively without pointing out the individual making the error.)

B. Being polite to the speaker and to group members
   1. Allowing speaker to finish without interference. Never butt in while speaker is talking
   2. Refusing to become involved in arguments. State your opinion and respect the opinions of other group members
   3. Helping the speaker over lapse of memory difficulties
      a. Giving cues politely where needed
      b. Helping speaker follow sequence of story
      c. Helping speaker stay on subject — keeping group on subject

C. Promoting attentiveness of group members
   1. Stressing interesting descriptions of incidents — noticing colorful, accurate speech. Putting feeling and excitement into the discussion.
   2. Staying on sequence of events so all group members can follow discussion easily. Ask yourself, "Would this discussion be easy for a visitor to follow who has not read the story?"
   3. Build certain objectives that the group can find by listening carefully
   4. Make close attention necessary by calling on group members to help tell incidents being discussed, or to give help to speaker discussing the incident

D. Building alertness for details
   1. Recalling certain details left out by the speaker
   2. Emphasizing observing accurately by asking, "What can you add, Bill?"
   3. Playing games, having questions, answering puzzle questions

E. Becoming aware of the correct sequence in telling incidents
   1. Using "What came first?" questions
   2. Making chalkboard drawings illustrating sequence to discuss
   3. Working with outline showing sequence — "What incident came first?" "What happened next?"

F. Taking notes of discussions, or using notes in the discussion
   Learning to make notes of important parts of the story
   a. How to find the key sentences in paragraphs
   b. Finding and noting "big ideas" in the chapter
   c. Writing topic sentences
   d. Drawing a diagram of how other sentences in a paragraph are related to the topic sentence

II. Becoming a Good Group Member — DISCUSSING

A. Starting the discussion
   Quickly getting the group involved in an incident from the story
   a. Relating special incidents from the story — saddest, funniest, most exciting
   b. Developing questions that require thinking. Using facts from the story to gather opinions. The "Why?" questions and the "What do you think?" questions
   c. Having adult guests or student guests from another

class tell their favorite part of the chapter or story, and help lead the discussion

d. Using pictures that illustrate some incident in the chapter

e. Using related poems, jokes, portrayals of some incident to start the discussion

B. Exchanging personal opinions about incidents in the story

1. Leader asking questions that require discussion or personal observations

a. What do you think about this incident or character?

b. Why do you think John's opinion is right? Wrong?

c. What would you have done if you were a character in this story?

C. Comparing incidents from chapter with some current event

1. Have you ever heard of a similar incident? Character?
2. How would these characters compare with people living in our community?
3. What newspaper story does this incident recall?
4. What would this character do in our modern society?

D. Drawing out the speaker. Helping the speaker complete the description of the incident.

1. What is your idea of this?
2. What else happened?
3. Did you like this? Dislike? Why? (Use information from the story to back your opinion)

E. Relating incidents cooperatively

1. What else happened, Sally?
2. Could you add something to Bill's observation, John?
3. John, can you help Sally?
4. Tell the rest of the story, Sam

F. Keeping the discussion going

1. What do you think happened next?
2. What experience have you had that compares to this one?
3. Can you add anything to this description?
4. Can you make this incident more exciting?
5. Who can point out the incident as it happened in the story?
6. If you had written this, what would you have added?
7. What is your opinion of this person?

G. Using films, pictures, records, filmstrips to summarize the story

H. Using tape recorder to record the discussion. Playing the tape for the class or for another class for criticism

1. Taping best answers and discussions
2. Trying to use more colorful language for taping
3. Correcting speech for taping
4. Playing back tape to group to see if it can be improved
5. Erasing poor tapes for retaping

Some DONT'S for the Discussion Leader to Remember

1. Don't ask questions that can be answered with a simple "yes" or "no."
2. Don't cut off the speaker until he has completed his contribution whether his answer is right or wrong. Correct kindly after he has finished by asking, "How would you describe this incident?" "Do you have anything to add to this observation?" "How did you see this event?" "How many think John is correct?"
3. Don't be unkind to members who do poorly or make mistakes. Smooth over the errors and go ahead seeking better answers. But be sure the really unprepared student realizes that he has let the group down.
4. Don't allow anyone to monopolize the conversation but encourage everyone to contribute. Those best prepared should be given credit for their excellent answers and discussions.
5. Don't go too fast. Draw out the speaker until he tells all of his part of the story. Help him organize his thoughts: "What happened then?"
   "Did this take place before or after the _____?"
6. Don't allow more than one speaker to talk at the same time. All group members should listen attentively to the person speaking. Everyone must wait his proper turn, but all should be allowed to contribute equally to the discussion.

7. Don't play favorites. You are not the leader to make friends but to lead the discussion. Give everyone the same chance as you give your best friends.

8. Don't criticize the answers, but help the speaker to do it better by giving good examples.

READING IS FOR A LIFETIME

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Perry County School District
Hazard, Kentucky 41701

TARGET GROUP: Students Reading Below 6th Grade Level, Grade 9

The reading program at Napier High School is provided for all ninth grade students who read at or below the sixth grade level. The procedures currently used have more or less evolved from trial experiences. The program was designed to change negative attitudes about reading and school in general, and to allow opportunities for all students to experience a sense of accomplishment as they become functional readers.

Motivation is Stimulated First

At the beginning of the year a special effort was made to develop awareness of the difficulties each student could expect to encounter in a lifetime as a nonfunctional reader. A variety of everyday reading situations was presented — empty food boxes or other common household items, road maps or signs, labels on medicine bottles, recipes for cooking, or instructions for doing some simple task. The room was made as attractive as possible with eye-catching bulletin boards, numerous colorful posters and fascinating mobiles that express simple philosophies of living. Individuals were asked to read orally from any of these items. Questions were asked to determine whether they had understood what they had read. Involvement and interest usually became so intense and frustrating that the initial classes frequently ended with consternation and discomfort. But the point of their need to read had been personally and graphically demonstrated.

Diagnosis of Reading Skills

In determining the reading ability of pupils in the classes, various methods and devices were employed. While the eighth grade reading scores were available and helpful, they were not always adequate. The teacher evaluated and tried to define some of the specific interests and problems of each student. When possible, each one read privately to the teacher from books of varying levels of difficulty. Brief notes concerning program placement, as well as individual deficiencies, were recorded.

Easing Into Reading

Each student wrote a paragraph or two about oneself, one's family, hobbies, interests, or special problems which one thought might have some bearing on one's reading. Following these diagnostic activities the class reviewed phonics and dictionary usage. Recordings and filmstrips were used for this review, and the class engaged in short periods of oral or written drill. In stressing the dictionary as a tool, emphasis was placed on the usefulness of the pronunciation symbols and phonetic spellings as a means of becoming independent readers.

High Interest Level Maintained in Skills

Whenever drill of any kind seemed necessary, fun methods were used, if possible, to motivate the students. One of those strategies requested frequently by pupils was dubbed "Earn Your Seat." Students stood together, the questions were fired at them, and the first one who answered correctly took his seat. To keep them alert the same questions were repeated at intervals.

By the end of the first six weeks the teacher had a reasonably accurate picture of the reading achievement of each student, and each one was assigned to a high interest reading book on his particular achievement level. Later students worked individually or in groups alternating every two or three days a week. Students completed the activities called for in the books, answered progress quizzes, graded their own work, and kept records that traced their reading skill attainment. If they needed help, they were encouraged to ask for it. Assistance was given to pupils individually or in small groups. When each book was finished, the teacher

discussed portions of it with each student and listened as the student read those portions aloud. The joint decision was then made to continue work on the same level or to progress to the next higher level.

One day each week was reserved for working with a weekly newspaper. Most of the period was used for silent reading. A discussion on some article might be initiated, or a special activity suggested by the teachers' edition was used.

A Louisville newspaper was also used at times to provide some stimulating classes. Many particularly interested students asked for a copy to take home. Free materials with suggestions were available to teachers who used this paper.

A constant effort was made to create a greater interest in reading for pleasure. Therefore, every two weeks students spent a class period in the library. This time was devoted largely to browsing through books or magazines, choosing books for home reading or simply enjoying the atmosphere of the library.

Reading to Select Favorites

One of the most successful and enjoyable library periods last year was spent on the study of poetry. At the teacher's request the librarian collected all the books on poetry. Students were given the opportunity to browse through the books to select a poem they particularly liked and felt they could read or learn to read orally. They copied the poem, and learned a few facts about the author. The following day each student quietly read his poem to the teacher, and suggestions were given for improving his oral reading. Any words mispronounced or not understood were looked up in the dictionary. Students voluntarily read their poems and shared why they liked it with their classmates. As the poems were read the teacher had the opportunity to differentiate among and discuss the various kinds of poetry. Students displayed interest and enthusiasm in the study. Though some were shy and hesitant about facing their class and reading, they showed pride in themselves after it was done.

Pupils Recite for Others from Memory

One boy who read with great difficulty was so excited about his poem "The Pasture" by Robert Frost that he timidly asked if he could share his poem by memory instead of reading it. Assured that this was a great idea, he not only memorized it, but he also presented to the class with outstanding feeling and expression. He continued to recite his poem for several days to anyone who would listen.

During the days spent on poetry, a bulletin board caption "Spring is a Poem" was prepared by the students. Typed poems arranged on a collage type background of atmospheric pictures and colorful construction paper proved to be effective. Every student spent time reading and re-reading these poems.

Easing the Strain of Reading with Lyrics and Rhythm

The students had shown a special liking for the songs of Simon and Garfunkel. Some of these lyrics were mimeographed, an album was borrowed and the class spent a period singing and discussing these songs. This integration of rhythm, high interest material and vocal reading of songs removed all the strain and difficulty from the act of reading itself.

Self Expression in Words

The study ended by having students write cinquain poetry. In spite of much initial reluctance and dozens of misspelled words, many good poems resulted. Many poems revealed feelings and attitudes that were most rewarding to the teacher and were indicative of the growth of positive feelings in pupils such as the following:

Library
Quiet, peaceful
Reading, thinking, whispering
Makes me feel good

Another English teacher chose what he considered to be the best of these poems and they were shared as the authors read them in all the classes. Participants exhibited so much interest in poetry study that plans were made to include other types of literature in subsequent classes.

Since many of the students were reluctant to read story books (some bragged that they had never read one and never wanted to), the teacher read at least one book to each class. Though not an easy task this was rewarding. The students looked forward to these sessions — especially if the book contained lively conversation which could be read with expression.

Though progress in reading was the major objective of this course, other basic communication skills were included as opportunities arose: spelling, grammar, penmanship and

creative writing. Students were frequently asked to write about their feelings or opinions on current topics of interest. One memorable experience occurred on a day when students were especially talkative and restless. They chose partners and were given permission to talk to each other about anything they wished. The only "catch" was that whatever they said to each other or to the teacher had to be written. If they were unable to write it, it couldn't be said — no speaking was allowed in this activity. Students thoroughly enjoyed this, and the teacher learned, too, as students sought to freely express themselves in writing.

On many days when students were working quietly and independently, they would request and be given permission to listen to suitable background music of their own choosing. Music provided a soothing environment for these students who were frustrated in independent reading activities and reduced the distractions which normally reduced their concentration. In the final days of the school year when teaching was difficult, the game of Scrabble was introduced. Few of these students were familiar with this game and those who were had not been playing by the rules. The students played in teams and enjoyed the game. This type of game has potential as a learning tool, and more learning games will be used during future school years.

Perhaps no discussion of this reading program is complete without consideration of those few students who for some unknown reason could not read or write at all. Their defensive behavior was often a source of irritation and could totally disrupt a class. The teacher learned to accept personal inadequacies, and to exercise ingenuity enough to find something that helped to build a better self-concept. As an example, a troublesome nonreader was asked by the now desperate teacher to use a key to grade some spelling papers. The job was accepted gratefully and the pupil was totally absorbed in this work for most of the hour. Afterwards, this pupil often begged to grade papers, and was allowed to do so whenever possible. Students of this type were also eager to run machines or do other errands. As they gained a feeling of worth and acceptance, they contributed to discussions and learned from listening. These activities were not assigned to help the teacher with clerical chores, but were considered challenges of trust and responsibility. Therein was the basis for growth in the pupil-teacher relationship and the pupils' growth in self-discovery.

Though many frustrations were experienced in working with the underachieving reader there was also a certain satisfaction. Seeing some of their apathy disappear, observing each slight improvement in understanding and maturing independence in study was rewarding. Also evident in these pupils was a greater interest in school, better grades in other subjects, more requests for special passes to the library to read more poetry or to borrow a book from the classroom collection. All constituted small, yet immeasurable pleasures.

Chances are most of these students will never become "bookworms." It is highly unlikely that any of them will enter the professions. There is even a probability that few of them will finish school. However, as adults, most of them will marry and have children. They most certainly will be compelled to work. They will be homemakers, drive cars, travel, shop for the necessities of life, file income tax returns, go to church, serve on juries, and vote. Their attitudes, memories, opinions and desires will be imparted to their children who will be the students of tomorrow. And if their time spent in a reading class enables them to do any of these things a little more efficiently, who can say it has not been time well spent in a reading class.

A WORKABLE READING PROGRAM FOR A SMALL HIGH SCHOOL

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Fulton, Kentucky 42041

TARGET GROUP: Pupils Reading Below Grade Level in Grade 9

Fulton City High School has an enrollment of about 225 students. In a freshman class of fifty-four students, approximately twenty-two will read at a level ranging from grade two to grade eight, with a majority of these students reading at ninth grade level or above, these students need and benefrequently being less mature than those freshmen who read at nineth grade level or above, these students need and benefit from a reading class. At Fulton High School this class is required for any freshman who reads below ninth grade level.

The main goal of the reading program is to revive or to sustain student motivation to read. Individual student success and purposeful classroom interaction are the primary means by which this goal can be reached. Rarely having over twenty-two students, the class allows more individual attention for the student than does a regular classroom. However, even a class of this size has not permitted students to follow a completely individualized program; rather, the curriculum has been followed by the class as a whole with the teacher directing the activities and the more advanced students helping the slower ones. The class was designed to help the student recognize personal progress and realize personal satisfaction from this progress. It was also designed to allow the student to feel that a reading class offered a personal challenge for self-improvement; it was not merely an easy class established for slow pupils.

The text book was organized in reading levels that became progressively more difficult. This helped the student to build up reading proficiency and the ability to work with ideas, and by so-doing, to increase self-confidence. Each reading level contained six timed readings, depth reading, and word-skills exercises. Timed readings helped the student to concentrate on reading, to improve speed and to test reading comprehension. As the students progressed, they were able to maintain speed and accuracy in the timed reading, even on the more difficult levels. Depth readings appealed to the students because of the diverse range of subjects covered and because the selections were relatively short. They could be read quickly, and the material was easily retained. Both timed and depth readings were first read silently, the questions were answered and scored, and then they were read aloud. In reading the lessons aloud, the students had a chance to identify and define difficult vocabulary words, to discuss the major ideas in the readings, and to give opinions on the lesson or to supplement it with any personal knowledge that pertained to the material.

As the reading level of difficulty increased, the class was divided into study groups. Each group examined the reading assigned for important information and then presented this information to the class. This activity served two purposes: it helped the slower readers learn from the more able ones and it helped the students work together in an orderly manner in the classroom situation. The group presentations were frequently used for test review, and this method of review is easier for the students to work with than the more traditional drill review given by a teacher.

A skills laboratory contained five book selections which were presented to the class in a very traditional manner, wherein theme, setting, plot, and character development were stressed. This approach helped the students prepare for the English classes each would take following the freshman year. The book selections were long and became gradually more difficult, and, for this reason, they were always read aloud. In the very difficult selections, the students were required to write a summary of the events of the selection. They preferred this type of work to note-taking, and the summary helped them perfect their writing skills as well as to find and

organize important information. After reading one book selection, the students overcame their dislike of reading material that looked long or difficult and they looked forward to and enjoyed the book selections. By the time the students had completed the series of books, they were reading ninth grade material with relative ease and they were able to retain a substantial portion of the material and write something meaningful about what they had learned.

A comprehension section was perhaps the most difficult part of the curriculum for both the students and the teacher. Many of the exercises in the materials were too abstract for the students to comprehend easily, and much of the material was far too removed from the interests of teenagers to provide any motivation for study. Also, the large file card format did not seem to have the visual appeal which helps motivate the slow reader. Despite these disadvantages, however, these exercises were sometimes a useful tool. The cards dealing with words in context, dictionary usage, imagery, sequence, and inference meanings were workable in a classroom situation and they were not so difficult that they prevented the students from achieving some success. However, the teacher had to direct the work activity and provide the initial motivation for the work. If the students were allowed to work entirely alone on this material, they tended to become restless, bored, and discouraged. After working on the cards individually for a limited time, the class pooled its efforts. This method helped to prevent the students from feeling that they were failures if the material seemed too difficult for them. When handled in this manner, this difficult comprehension material was very useful for meaningful classroom interaction.

Perhaps the most enjoyable part of the reading curriculum was the use of a reading magazine. This provided continuing motivation for the students because the high-interest subject matter was fun, exciting, and dealt with the concerns of teen-agers. After the students had spent a good portion of the classroom time concentrating and working on these materials and writing exercises, they found that the magazine helped to alleviate boredom and fatigue while allowing them to further extend their reading abilities. Usually there was a play in the magazine which the class read with unusual enthusiasm. The articles in the magazine were read aloud and discussed, and frequently the students became involved with the issues presented.

The word games, crossword puzzles and mazes that were found in every issue were eagerly anticipated. Several students had even made up their own mazes and written word games for the class to solve. This student involvement was demonstrated when posters over some of the reading materials covered during the year were made by these pupils; these posters even earned the envy of the other English classes.

It would be an inaccurate representation to say that Fulton's reading class has been completely successful. There were times when behavior problems were still evident, when the students had difficulty working, and when the teacher expected more from the students than they were able to give, thus causing them to become frustrated and rebellious. However, it would be accurate to say that the reading students remained enthusiastic about the class (often this was reflected in their spontaneous discussion and eagerness for new activities) and students did read better. Of the sixteen students who were tested for reading improvement, four made no significant improvement, three made a predictable one grade improvement, and nine students improved from two to three grades in their reading ability. Since the reading program has been in practice as a separate class in the high school for only two years, it is difficult to evaluate how it will effect the student's overall school performance. However, of those sophomores who had spent their freshman year in the reading program, the majority were later able to do average work and appear more motivated in sophomore English.

Although Fulton's reading program did not use teaching machines or have a completely individualized arrangement, it did have a program that could be effectively used in a small high school. In fact, certain of its special qualities could be used by any reading class. Specifically, the student could be shown that it was quite possible to do well in a classroom situation, to build up self-confidence in one's abilities while improving basic language skills, and to learn to interact with other students in a meaningful way.

PROJECTS TO MOTIVATE READING

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Paris Independent Schools
Paris, Kentucky 40361

TARGET GROUP: Reluctant Readers, Grade 9

This program to upgrade adolescent's reading skills was characterized by the following:

1. a special effort to make activities varied, e.g. spelling games, reading machines, individualized programs, paperbacks, dictionary work, silent reading, group reading, private reading to the teacher, and special projects. Special projects were particularly effective in motivating pupils. Last year pinatas were made and booklets were given to 1st and 2nd grade pupils, and Easter presents and stories were given to the Child Day Care Center. This year activities include a magazine of Gothic stories with contributions from each student, written and oral demonstrations of students' skills, and a spring project to be determined through teacher-student planning sessions. These projects have been popular with the students who feel proud of their contributions and ideas;
2. an open policy of record keeping was maintained so each student could assume some responsibility for one's own progress; and
3. a constant effort was made to make the student feel comfortable and open with the teacher and the program, without sacrificing good manners, and maintaining a thoughtful atmosphere when needed. Positive interaction between teachers and pupils in the special projects contributed significantly to the attainment of this goal.

The specific program objectives and their accompanying major activities specifically were the following:

1. to provide a stimulating variety of experiences in reading and communication,
2. to provide for individual needs by using individualized material,
3. to provide a student with the feeling that he can direct his own success through work and a daily consciousness of his responsibility, and
4. to provide an atmosphere of acceptance of each student as a person.

THE SUM IS GREATER THAN ITS PARTS — A HIGH SCHOOL READING PROGRAM

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Fayette County High Schools
Lexington, Kentucky 40503

TARGET GROUP: All Students

Most of the teachers in the Fayette County Senior High Schools (10-12) believed that *all* students could improve their reading abilities, even those who read at high levels. Therefore, teachers in the various content areas found themselves cooperating, in one way or another, with the multiple parts of the reading program.

It was obvious to all teachers that some students were unable to read content area materials. It was clear to most teachers that some students could not apply advanced reading skills to the material they read. Consequently, Fayette County's multi-faceted reading program included students at all levels and varied conditions under which reading skills were developed.

The total senior high reading program embraced six components: the five phased-elective courses; special small-group or individual instruction for vocational education students by a cooperating reading teacher; the Sophomore English classes; content-area classes; independent study; and one-to-one tutoring using volunteer teacher-aides, English teachers, student teachers, graduate students, parents, and/or peers.

Fayette County's senior high schools provided opportunities for their eleventh and twelfth level students to develop their individual potentials through a phased-elective program. The student was, within the limits of the scheduling process, free to select his own goals and then pursue a program leading to them from the seventy-one language arts courses offered at five levels of difficulty. After extensive counseling, the student placed himself in a class according to his own need, interest, and ability. The levels ranged from the least to the most difficult (1-5).

Of these seventy-one language arts courses, six reading courses involved students who desired to improve their reading skills. The basic, level one course, called "Reading Improvement," emphasized word recognition skills and literal comprehension. At this level the student's increasing pleasure in reading was most evident.

In the second level courses, "Reading Practicum I and II," formal instruction on word recognition and comprehension skills was more sporadic. Since these courses offered opportunity for application of those skills taught in "Reading Improvement," reading itself was emphasized rather than skills instruction.

The level three course, "Developmental Reading," offered instruction in purposeful reading of textbook material. Comprehension and vocabulary were both stressed, and some instruction in rapid reading skills was included so that the student would find reading more pleasurable.

"Advanced Reading Skills," the level four course, offered opportunity for good readers to increase their rate of comprehension in reading and to develop flexibility in study-type reading. Reflective comprehension skills were emphasized so that students would become quick to find unstated ideas, gather inferred information, and differentiate between fact and opinion.

Individualized Reading, a nonphased skills application course, offered the student an enjoyable reading opportunity on any topic of his choice. Under contractual agreement with his teacher, the student completed his purposive reading with a culminating project.

Vocational education students received individual and special small group instruction from a cooperating reading teacher, the regular reading teacher, or both. In turn, the vocational teacher planned those reading experiences that provided follow-through and reinforcement for the student's individualized reading instruction. In this relatively new vocational education program, each student received an opportunity to improve his ability to read his vocational and regular school assignments as well as increase his personal

enjoyment of reading. Each student received concentrated, individualized instruction when he was observed avoiding reading situations. For the less able vocational student, emphasis was placed on word analysis, following printed directions, and reading explanations. For the more able student emphasis was placed on more sophisticated reading skills for on-the-job reading needs. The use of information for problem-solving was stressed.

All sophomores received direct reading instruction in the regular sophomore English classes; reading skills were taught through most content area classes; and both one-to-one tutoring and independent study were available in the high schools. The objectives for these four approaches to reading instruction were the same as those of the phased-elective courses, depending upon the reading level on which the individual student was appropriately placed after testing.

This highly effective program was structured on one major assumption: since reading skills development was an integrated process, reading skills improvement was best achieved when the student associated reading with the content in the subject fields. Functional relationships were then evident to the student when he applied his reading skills to a content area. Also, the teachers believed that they must be open-minded, flexible, and qualified, *and* that reading instruction is motivational. All teachers taught some reading skills in their own content area. They were fully aware that reading skills develop throughout life at varied rates, under varied conditions. Students were not only evaluated for placement in reading experiences, but also for diagnosis and achievement (as a learning stimulus, teachers wanted students to realize their own reading limitations and abilities). This poly-dimensional program using multi-media and performance objectives was individualized, multi-leveled, developmental, continuing, inclusive, cooperative, and expanding.

The most dramatic effects of these reading practices seemed to be the increase in the students' use of the materials in the reading centers and the libraries as well as the increase in student requests for assignments to these areas during the school day. Many teachers in the regular high school program, as well as those in the vocational schools, noted an improvement in students' abilities, attitudes, and class performance. Each student, teacher, and situation were so dynamically contributing to reading skills development in Fayette County Schools that the resultant spin-off has far exceeded expectations, therefore,

The Whole *Is* Greater Than the Sum of Its Parts.

FOCUS ON DROPOUTS — A NEW DESIGN IN ELECTIVE READING

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TARGET GROUP: Below Grade Level Readers, Grades 10, 11, 12

One of the more popular recent trends in English programs has been the elective approach. This type of program allows the student to elect or choose the courses he prefers from a list of alternatives. At Paducah Tilghman High School, the reading teacher discovered that reading skills instruction also lends itself to this concept.

The rationale behind offering reading courses in an elective program is simple. Is it logical to attempt to coerce a student into the standard clinical situation when one has little or no intention of improving reading skills? There are more than enough students who will freely choose to work on their reading skills. Students have a way of accurately judging themselves, given the opportunity.

A place for the traditional intensive diagnostic and remedial instruction for students who refer themselves definitely exists. On the other hand, it is possible to offer several alternative reading courses based on a group approach to reading skills. The various courses offered at Tilghman in recent years or those in the making include:

Study Style (study skills)
Getting It Together (independent study in reading skills)
What's It All About? (basic comprehension skills)
Advanced Comprehension
Reading Rev-Up (rate improvement and adjustment)
Word Wealth (vocabulary development)
Super Read (adventure literature with comprehension emphasis)

These courses are quarter length (nine weeks) and each has been designed so that at least one-third of the instruction has been individualized as to rate, material, and/or objective. Courses are alternated so that the same set of courses is not offered two years in a row.

"Study Style" and "Reading Rev-Up" are warm-up courses which are alternated each year during the first quarter. "Study Style" is devoted to the development of specific study methods, library skills, and classroom skills (notetaking, discussion, test taking, etc.). When possible, assignments and text material from the student's other classes are used to practice application. A major portion of the course is designed to allow the student options as to desired areas of "specialization" and application projects. Evaluation is based on improvement from pre- to post-test, daily performance, and the individual projects.

"Reading Rev-Up" not only emphasizes increase in rate, but also learning to skim and scan, and adjust rate to purpose and material. Activities include tachistoscopic training (increasing visual perception); controlled reading films; and practice in applying concepts to textbook assignments, various subject matter fields, and "free" reading areas such as newspapers and magazines. The course provides for individual needs by allowing the student to increase his rate as he is able, and permitting him to choose specific reading materials in the majority of his practice assignments.

"Word Wealth" is a vocabulary emphasis course with approximately 80 percent of its activities individualized on the basis of either rate, material, or objective. The only group-oriented activity is a daily ten minute session centered around transparencies which reinforces the basic word study skills one desires. Minimal and maximum requirements are carefully written out. The teacher is able to guide the student to specific levels of materials he chooses. This guidance is provided on the basis of pre-test information. The average gain made in this course has been seven months improvement during a two month period.

"What's It All About?" and "Advanced Comprehension" are designed to improve skills such as grasping the main

idea, identifying and recalling supportive details, distinguishing fact and opinion, and making inferences. "Whats It All About?" is a completely individualized course as far as rate and materials. "Advanced Comprehension" is designed for the student who prefers group type instruction. Even so, one third of the instructional emphasis is on applying comprehension concepts to materials of the student's choosing. At any rate, in both courses evaluation is based on criterion referenced measures.

"Getting It Together" is an individualized reading skills course which encourages the student to improve the skills he feels are deficient. Optional programs of instruction include vocabulary, comprehension, study skills, and reading rate. "Super Read" is an individual reading course built around adventure literature and activities which emphasize comprehension skills.

Does it work? This teacher thinks it does. The different approach has meant both quantitative and qualitative improvements. During the year preceding the new program, only students who were referred through conventional means (guidance and/or teacher referral) worked in the reading lab (a total of 60). The largest gain made that year was one year, two months; however, the average gain made was only two months.

During the first year of the elective reading program, over 225 students elected a reading course. One fourth of these chose to take two or more reading courses. The average gain indicated by post tests of selected target students was nine months (Target students are those so designated because of their reading levels being at least two years below grade level and their absentee rates being significantly high).

During the second year of the elective program, 227 students elected at least one reading course with target students making an average gain of one year and two months. Therefore, it does appear that the long hours of planning were worthwhile.

The choice is clear. Teachers can go the old route if it suits their purposes; or, if they agree with psychologist Haim Ginott, they will let the children make the choices. Hopefully, more reading teachers can become a vital part of an instructional innovation which can prepare students for decision-making tasks.

USING PUPIL PLANNING PROGRESS CHARTS IN A HIGH SCHOOL READING CLASS

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TARGET GROUP: Readers Below Grade Level, Grade 10

Outside the classroom students hurry to be with their friends, doing their own thing, from ball games to ballet. Inside the classroom the scene should be just as kaleidoscopic, for in our multi-media world the student is geared to a variety of presentations in short segments. The "Pupil Planning Progress Chart," an adapted idea from an in-service workshop, used this approach. It permitted the student to choose what he was to learn individually and when he would do it. Further, it gave pupils an immediate evaluation of their work and provided additional exercises for their unique situations, as well as exercises in which the entire class participated.

At the outset of this project in tenth grade reading, students were grouped in fours according to levels, needs, and compatibility, for it was found that the pupils performed more capably in a harmonious atmosphere. Then each student chose an area of interest so that his work would have greater import. Since no two students were to use the same subject, they practiced the skill of narrowing a topic: football — great linebackers of the NFL or great quarterbacks; the occult — witches or ghosts. Subjects ranged from learning to be a nurse to performing the art of karate.

Assignments fell into five main categories: speaking, writing, listening, reading (comprehension), and interpreting. The media center (library) provided a rich, well-stocked source of materials. The librarian cooperated fully in the project by arranging for additional time in the media center for the student to use the audio-visuals as well as the reference materials in the carrels. When this was not possible, the student was permitted to use some of the resources in the classroom. The teacher explained each assignment carefully, pointing out the types of materials it required. The student chose five individual assignments from each of these categories: speaking, writing, and interpreting. The entire class completed the listening and reading categories.

The students were provided with two schedules labeled MY WORK SCHEDULE (Please fill in for each day. Check each day completed). (See figure 1) Dates included November 1 through January 8. This allowed thirty school days for the individual assignments, six days for the total class exercises, and an extra "catch-up" day. Since the class had never previously scheduled individual tasks over such an extended period, they were given several precautions:

(1) Plan to alternate simple tasks with more difficult ones;
(2) Plan to complete more than one assignment on some of the days;
(3) Plan to work with tasks in several areas rather than to complete one area at a time;
(4) Plan to complete each day's efforts on time; and
(5) Plan to schedule first the six total class exercises (notetaking, listening skill builders, dictation).

When the student had finally made the choices he felt he could comfortably accomplish (taking into consideration his chosen subject) and had filled in his work schedule, he then completed the second one for the teacher, in order that both would be cognizant of what was to be accomplished each day.

Speaking. Many young people conversed freely with their peers, yet became inhibited when they appeared before these same friends in a classroom situation. The following assignments were chosen to aid the student in organizing their thoughts while expressing themselves orally and to help them create a more positive self-image.

Monologue: one taken from a book or prepared by the student.

Book Report: fiction, nonfiction, or biography in the form chosen by the student.

Debate: informal contest with one opponent from the individual group.

Discussion: presentation limited to one or two aspects of the subject.

Outline: one made from a printed selection or prepared by the student for future use.

Problem Skit: a situation acted out singly or with the help of a group member.

Tape: a recording of some interesting information about the chosen subject.

Symbolism: a story containing a symbol, which the student was to recognize and to relate its meaning.

Travelogue: an "I Was There" reporting of some pertinent event.

Panel Discussion: this task performed by the student and classmates who could spare the time.

Writing. The writing exercises were selected in direct relation to the capabilities of the class. An English handbook and a newspaper (available daily) were used as reference materials required by the specific exercise.

Book Report: biography written in one of twenty-six ways (from a list of things learned from the book to a comic strip based on it).

Correspondence: one business letter such as application, referral, complaint, order or recommendation.

Editorial: original editorial following rules set forth in the handbook and using the newspaper as a guide.

Fable: creative expression concluding with a moral.

Paragraph: life situation which could be presented in a one paragraph form.

Outline: the one given orally could be expanded and written in correct outline form.

Paragraph: 3.8 exercise using three items in the topic sentence developed through six factual and sensory sentences, concluding with the summary sentence.

Symbolism: paragraph containing a symbol to convey the student's idea.

Thumbnail Sketch: brief description of a person connected with the chosen subject, taken from printed material, filmstrip, or a recording.

Interpreting. Some students had imaginative ideas but did not present them because other classmates had more ability in expressing themselves. These assignments enabled the individual to have artistic expression without fear of ridicule by one's peers.

Bulletin Board: display using any materials designed to highlight the students subject.

Facts: creative expression showing some factual expression (a large drawing of a horse, sectioned and labeled accordingly; a drawing of a witch hovering over her pot with incantation and list of ingredients pasted on the side).

Crossword Puzzle: one 12" X 12" using large squares and simple wording.

Demonstration: exhibition involving the subject (changing a bicycle tire, showing karate chops, displaying a nurse's uniform).

Experiment: trial of some evidence met in studying the subject (a seance, a testing of dog foods with the willing aid of the student's pet).

Research Booklet: illustrated booklet containing much of the information compiled.

Vertical File Material: clippings, stories, pictures to be placed in the vertical file in the media center for use by others researching the subject.

Listening. Many young people played tapes, watched TV, and talked with their friends simultaneously. They had unwittingly acquired the art of "tuning out." Carried over into a classroom, this was detrimental. When students said, "I didn't hear the directions," they actually meant it, for they had been busy listening to a whispering friend or to voices in the hall. The listening experience afforded the entire class a variety of concentrated experiences.

Resource Interview: questions asked of someone knowledgeable in the chosen subject and replies written down.

Sample Questionnaire: fifteen questions asked of twenty-five classmates followed by tabulation of answers.

Vocabulary List: Twenty-five words heard in connection with the subject (football, helmet, field goal, 50-yard line).

News Analysis: short analysis based on the evening news on radio or TV.

Listening Skills Builders: Recordings — "Travelers" and "Undercover Man" chosen for interest level.

Note-Taking: selection read from a science notebook followed by the student's filling in from his notes a mimeo illustration, organizing and summarizing.

Dictation: Mayan ballgame, chosen for interest and content.

Reading. Comprehension was considered basic to all subjects. The student needed to be aware of the difference between reading words and understanding what the words convey. Therefore, the following selections were chosen with the individual needs in mind.

Individual Reading: choices made from reading materials (the selections were read and then discussed with the teacher.)

Table of Contents: one copied from a book on the student's subject.

Bibliography: one compiled from the sources employed by the student and written in the form designated in the English handbook.

Commercial Kits: selections according to individual needs such as recognition of inferences, facts and opinions, drawing conclusions, main idea and relevant details.

Basic Reading Skills for High School: exercises based on individual needs ranged from word analysis to sequence of events.

In addition to the work schedule, the student was handed a SKILLS CHECKLIST containing skills involved in listening, speaking, comprehending, studying, and writing from phonetic elements to acceptable usage (sit or set, lie or lay). By each skill, space was provided to record the exercise involved, the score attained, and additional practice if needed. In order to complete the checklist appropriately, the students referred to their EXERCISE-SKILL, a mimeo denoting the skills demonstrated in each exercise listed.

The outcomes proved as varied as the students' choices. The interest level was high since pupils were accomplishing what they had chosen. As one student remarked, "I never worked so hard in my life, but it was fun." Classmates working in teams achieved a feeling of "togetherness" in researching information and executing chosen tasks; this feeling has carried throughout the year. By checking one's own work and writing down one's score beside the appropriate skill (see figure 2), the student became acutely aware of areas of improvement. Those who improved in oral communication were particularly pleased, for they had learned to become more at ease before a group. The interpretation generated much enthusiasm among the class members, who eagerly awaited each new undertaking. The fact that the student generally scored higher on subsequent listening skills proved to them that practiced listening could be a benefit. Since the student chose his individual reading assignments, he performed with greater alacrity and with more understanding of the subject matter. The "Pupil Planning Progress Chart" approach thus stimulated the learning processes since the student had a voice in planning tasks each day measuring outcomes, and sharing his new found knowledge and capabilities.

Name

MY WORK SCHEDULE

Please fill in for each day. Check each day completed.

November

1
2
5
6
7
8
9
12
13
14
15
16
19
20
21
26
27
28
29
30

December

3
4
5
6
7
8
10
11
12
13
15
17
18

January

2
3
4
7
8

Note that some days you will need to do more than one assignment. Also, note there may be days when this period could be omitted or shortened. Be prepared to catch up.

Figure 1
A Sample of a Student's Task Schedule to Improve Reading Skills

SKILLS CHECKLIST

Name

LISTENING SKILLS	Practice Provided	Evidence of Improvement	Needs More Work
Phonetic elements			
Structural element			
Answering questions			
Main ideas			
Details			
Sequence of events			
Relevant and irrelevant details			
Inferences			
Drawing conclusions			
Recognizing bias			
VOCABULARY SPEAKING			
Word recognition			
Word analysis			
Consonants			
Blends and Digraphs			
Vowels			
Syllabication			
Affixes			
Word Meaning			
COMPREHENSION			
Factual			
Main ideas			
Details			
Sequence of Events			
Relevant and Irrelevant Details			
Inferences			
Drawing conclusions			
Recognizing bias			
Comparisons			
Cause and Effect			
Generalizations and Summaries			
STUDY SKILLS			
Using Table of Contents			
Using the Index			
Locating Information			
Following directions			
Making outlines			
WRITING			
Grammar Usage			
Sentence Sense			
Organizing			
Summarizing			
Mechanics			

Figure 2
A Sample of the Pupil Progress Chart for Assessing Reading Skills

DIVERSITY FOR TOTALITY: READING AND THE LANGUAGE ARTS

Joseph T. Clark, Consultant for Language Arts and Right To Read

Just as geographical variety marks Kentucky from the Mississippi River to the Appalachian mountains, educational diversity is prevalent in the types of programs which are implemented to teach students to read. This publication contains a representative sampling of those programs. Many other exemplary programs exist in the Commonwealth, but were not submitted for inclusion. Regardless of the program or its origin, two factors essential to its success are always evident: meeting identified needs of students, and capitalizing on enthusiasm and abilities of teachers.

A predominant theme which pervades reading programs today is that of appropriateness of instruction. Simply teaching from a textbook until it is completed does not teach students to read. Teachers are very much involved with diagnostic techniques, both formal and informal, to determine the strengths and weaknesses of each student. Upon determining a student's needs, teachers are able to prescribe activities to teach and reinforce the necessary skills. Basal reading programs have become just that — bases upon which to build. Many additional materials, both commercial and teacher-made, are used to supplement instruction.

Not only are materials beyond the textbook being used for instruction, but there is also expansion of reading beyond the boundaries of the reading period or the reading room. Finishing the book is not nearly as important as assuring that the student can use those reading skills that have been taught. More than any other curriculum area, reading needs to avoid the isolation of a set instructional time slot. Since reading permeates all content areas, what could be a better assurance that the student has learned the basic reading skills than to see them applied in mathematics, science or social studies classes.

Essential to the expansion of the reading program to other content areas is its integration into the total language arts program. Reading cannot be effectively taught without development of the skills of writing, listening, speaking and observing. These skills are being taught in many ways within the total language arts program. Teachers have found that educational television programming does much to motivate students and to provide a basis for further work in speaking, writing, and listening skills. Creation of dialogue or development of entire scripts provides valuable training for students. Observational skills strengthened from television viewing can be utilized in dramatic presentations or in identification of character types.

Creative dramatics can add to the totality of the language arts program. Role-playing and simulations help to make students more aware of others and better able to adapt to the vagaries of humanity. Students who do not like to read novels are often delighted with plays. The format of a play makes it relatively easy to read and comprehension of the action is not difficult since directions and explanations form part of the script. If students write their own plays, they are reinforcing numerous skills. Add artists to the production crew and set design contributes to visual literacy skills and provides further reinforcement for students. Puppet theaters contribute another dimension to language arts instruction. Construction of the theater and design and creation of the puppets provides many learning experiences which can be used to enhance reading instruction. When the students present a puppet show, their oral language development is greatly enhanced.

Since students learn at different rates, many teachers have set up learning stations in their classrooms. These learning stations permit students to operate independently and to develop greater self-reliance. Learning stations usually concentrate on a specific skill or concept and reading lends itself to that format. The teacher can design the learning stations to provide reinforcement of class instruction. Another practice which reinforces instruction as well as provides motivation is to have students make their own books. This can incorporate some components of the language experience approach to reading. If the students also design and make book covers and see the final products put on display, much learn-

ing has taken place. These books can also be read by other students and, in some cases, may be put in a special section of the library.

As students progress through grades, much of their fascination with school wears off and activities which can make students aware of the importance of their education need to be implemented. In the middle and high school years, particularly, a reason for instruction needs to be given. Relevancy may be outdated as part of the educational jargon, but students do need to see that it does exist as a basis of their instructional program. With older students, emphasis on careers, consumerism and the environment seems to have validity for instruction. Using newspapers, magazines, radio, and television to teach interpretation of concepts and values can be relevant instruction. Job preparation through handling of applications and forms which might be encountered in their adult life can be beneficial to future job-seekers. Students gain much more appreciation for their environment as well as skills in oral communication when they are requested to interview older residents of the community to seek the oral history of an area.

There are so many programs underway which expand reading into a total language arts program that it is impossible to mention all of them. One very important point needs to be remembered, however, when the effectiveness of reading instruction is assessed: students are not concerned with national norms in reading, only adults are. Students want to learn to read so that they can join their friends in daily activities without feeling that they are missing something. Their concern is not with how well their reading scores rank in comparison to the rest of the nation, but with how well they can handle those reading activities which they encounter daily. The first priority for reading programs then, should be that they satisfy the functional needs of the students as they might identify them, then deal with their correlation to the national norms. After all, schools should primarily be concerned with teaching each student to read to the best of his or her ability, not in maintaining a competition for national recognition.